

The Catholic Educational Review

DECEMBER, 1922

THE REORGANIZATION OF MATHEMATICS

INTRODUCTION

There has been for several years past a growing realization on the part of teachers, school administrators, and the educated public that the traditional course in secondary school mathematics stands in need of reorganization. The simplification of unnecessarily long and complex algebraic expressions, or the mastery of each detail in a relatively unimportant geometric proof, has often consumed time that might have been better spent in other directions. Some improvement there has been, it is true; who that studied algebra twenty or more years ago can fail to recall the process set forth in the texts of the period for finding the highest common factor of two polynomials? Similarly, while certain new topics, notably graphical representation, have been admitted to the textbooks in response to an acknowledgment of their increasing importance, there yet remain on the outside others which cannot be permanently denied.

The Report which forms the subject of the present article was, as explained in its introduction, drawn up by the National Committee on Mathematical Requirements of the Mathematical Association of America. It is eminently fitting that its preparation should have been undertaken under the auspices of the Mathematical Association of America, for this association, which dates back only to the year 1915, owes its existence in large measure to a realization on the part of those occupied with mathematics that no national organization primarily concerned with the teaching of secondary school and college mathematics then existed. The American Mathematical So-

ciety, though dating from 1894, and including in its membership the leading mathematicians of the country, has always been devoted in the main to the furtherance of mathematical research, a very different aim.

The committee as at first constituted consisted of college representatives but was soon enlarged to include representatives of several strong local associations of secondary school teachers, and others chosen probably with a view to making it as representative as possible, both geographically and in the nature of the interests represented.

The Report represents a carefully thought-out plan for the reorganization of the mathematics course for the six school years, from the seventh to the twelfth inclusive, these being taken to constitute the period of secondary education. Any such plan must embody two essential elements: First, an exposition of recommended changes in subject matter; second, the organization of the material of instruction into year or half year courses, in other words the determination of the order of presentation. The chapters treating of these two subjects, with one additional topic to be presently discussed at length, are in fact the heart of the Report. There are, however, other valuable topics treated, which we shall next proceed briefly to describe.

GENERAL SURVEY OF THE REPORT

Recent years have seen a sharp questioning in many directions of old and generally accepted views as to values in education. The classical languages have borne the brunt of the attack, but mathematics has been by no means immune. Beyond the elementary arithmetical operations which even the most iconoclastic admit to be indispensable for every-day life, it has been stigmatized as valueless, unpractical, and as affording no mental training that could not be as well, or better, obtained from other studies. And indeed it is quite true that mathematics teachers have been prone to answer questions (occasionally quite sincere) as to the utility of their subject with a vague and unconvincing reference to the mental discipline it is supposed to impart.

All this leads up to the statement that the attacks on mathe-

matics may well prove to have been blessings in disguise, since they have called forth the excellent formulation of the aims of mathematical instruction given in Chapter II of the Report. These aims are classified under three heads, practical, disciplinary, and cultural, but it is recognized that the classes cannot be mutually exclusive. Space does not permit of more extensive treatment of this section of the Report, a reading of which is urgently recommended to all teachers of mathematics who feel the fascination and beauty of the subject, but have never consciously formulated the reasons which justify its retention in the curriculum.

Two further topics which are treated in close connection with the above, but which must be dismissed with the briefest mention, are the training of teachers and the relation of the junior high-school movement to the proposed plan of reorganization. With regard to the latter it is only necessary to say that while the committee is in favor of the junior high-school form of organization, and has assumed this form (that is, the division of the period of secondary education into two three-year sections) as the basis of its recommendations, it believes the proposed changes to be equally desirable whichever form be adopted.

The last point to be discussed before leaving this chapter concerns the organization of subject matter. In this connection the principle is approved that mathematics should for pedagogical purposes be considered as a whole, and not divided into parts, each of which bears a distinct label, as algebra, plane geometry, and the like. Valid as this principle may be, its realization is not likely to be attained in the near future. The extreme convenience of the subdivision by topics, together with the present lack, and comparative difficulty of preparation, of suitable textbooks based on the unified plan; will operate to prevent its general application.¹

¹The case for unified mathematics will not be greatly helped by indiscriminate condemnation of the texts based on the older plan of subdivision by topics. In an advertisement of a recent text entitled "Junior High-School Mathematics" the sweeping statement is made: "When schoolmen were called upon to defend their work, they began to see how impossible it was." We may hope and expect that the author of the text in question had nothing to do with the preparation of this advertisement.

We come now to Chapters III and IV of the Report, which explain in detail the proposed plan of reorganization. As the committee approves the division of the six years of secondary education into two three-year periods, we naturally expect—and we actually find—a corresponding division of the discussion into two chapters, the one on junior, the other on senior high-school mathematics. Although there is no sharp line of demarcation between the material assigned to the respective periods, it will be convenient to follow this division in our account of the plan.

THE JUNIOR HIGH SCHOOL PERIOD

Proposed modifications in the course may be of three kinds: (a) actual changes in the material of instruction (addition or omissions); (b) changes in the order of presentation of topics; (c) change in the emphasis on retained topics. We shall take up in turn the four principal subdivisions of the subject, namely, arithmetic, algebra, geometry, and trigonometry, and discuss the important changes proposed in each of them.

Arithmetic.—Practically the only proposed change in content is the explanation, elementary theory, and graphical representation, of statistics. So much information that is valuable to the citizen in every-day life is nowadays presented in statistical form that the inclusion of this topic hardly needs defense. A much more important proposal is that the time allotted to arithmetic as a distinct subject be considerably lessened. This does not mean that the time devoted to drill in arithmetic processes should be decreased, but that this drill should arise in the working out of problems in algebra or geometry. In practice this would mean the abandonment or relegation to the strictly business schools of much of the work in business arithmetic, a result evidently contemplated without regret, for, to quote the language of the Report, page 25: "The prevailing practice of devoting the seventh and eighth grades almost exclusively to the study of arithmetic is generally recognized as a wasteful marking of time. It is mainly in these years that American children fall behind their European brothers and sisters. No essentially new arith-

metrical principles are taught in these years, and the attempt to apply the previously learned principles to new situations in the more advanced business and economic aspects of arithmetic is doomed to failure on account of the fact that the situations in question are not and cannot be made real and significant to pupils of this age." The writer believes that the best opinion among business men is in accord with this view, as most of the criticisms that have come to his attention have centered on the failure of the schools to teach satisfactorily the fundamental processes.

Algebra.—The proposed changes are wholly in the direction of simplification. No new topics are introduced; several are omitted or postponed, the most significant being cube root, theory of exponents, systems of equations in more than two unknowns, and the binomial theorem. Of these it is undoubtedly true that theory of exponents and the binomial theorem involve reasoning which is sufficiently abstract in character to warrant their postponement to a more mature period. The cube root process, whether for numbers or for polynomials, is cumbersome; and as for systems of equations, the principles involved are sufficiently illustrated in dealing with two unknowns.

In the case of square root of polynomials, another topic slated for postponement, we may presume that an exception is made of the trinomial square, the solution of which may be seen by inspection. Highest common factor and lowest common multiple are of importance only as they are of use in the handling of fractions, and it is therefore perfectly logical to limit the treatment of them, as proposed, in accordance with the complexity of the fractions to be considered.

The most important proposal, however, concerns not the insertion or omission of topics, but the shifting of emphasis from drill in algebraic manipulation to the use of formulas and the solution of worded problems. To quote from the Report, page 9: "Drill in algebraic manipulation should be limited to those processes and to the degree of complexity required for a thorough understanding of principles and for probable applications either in common life or in subsequent courses which a substantial proportion of the pupils will take.

It must be conceived throughout as a means to an end, not as an end in itself."

In this connection some remarks in a later chapter of the Report, that on College Entrance Requirements, are interesting as showing that the colleges have been in great measure responsible for the undue emphasis placed on manipulation, the mechanical side of algebra, and the corresponding neglect of simple, concrete problems.

Geometry.—The study of Geometry has long been prized by educators as affording the simplest available means of training the reasoning faculty, by building up a considerable body of knowledge, on the basis of a small number of assumptions, into a consistent, closely knit whole. On the other hand, most of the earlier *results* are intuitively obvious, while many of the later can be readily comprehended by pupils long before they are able to follow and reproduce all of the steps in the *proofs*. Since many of these results are of considerable practical utility, the idea naturally arises to present them without at first paying much attention to proofs. This is the basis of the recommendation that the subject of Geometry be divided into two parts, the earlier, Intuitive Geometry, being assigned to the first of the years now under consideration, while the later, Demonstrative Geometry, is taken up only in the third year (ninth grade), or in some plans even postponed to the first year of the senior high school period.²

Intuitive Geometry should be taught so as to lead naturally to Demonstrative Geometry, by encouraging the pupils to draw logical inferences in the simpler cases that arise.

Trigonometry.—The principal object of the study of Trigonometry is the "solution of the triangle," that is, the calculation of the unknown parts (sides and angles), when enough is known to make the problem definite. There is, however, a vast difference in complexity between the formulas needed for the solution of the oblique triangle and those needed for the solution of the right triangle, and a corresponding difference in the difficulty of their derivation. If the subject is divided

²It should be added that Intuitive Geometry comprises more than the geometric matter treated in arithmetic under the name of mensuration.

into two parts on this basis, there is no good pedagogical reason why the solution of the right triangle should not be taken up in the ninth school year, as proposed, and developed in close connection with Intuitive Geometry. One excellent point made in this connection, and indeed insisted on throughout the Report, is that the combination of these two topics, besides giving considerable practice in arithmetic work, affords a chance to call attention to "the importance of exercising common sense and judgment in the use of approximate data, keeping in mind the fact that all data secured from measurement are approximate." To continue the above quotation, page 23: "A pupil should be led to see the absurdity of giving the area of a circle to a thousandth of a square inch when the radius has been measured only to the nearest inch. He should understand the conception of 'the number of significant figures' and should not retain more figures in his result than are warranted by the accuracy of his data."

The possible introduction of certain optional topics, and the incidental use by the teacher of material drawn from history and biography, are treated in brief paragraphs, and need not be further referred to.

THE SENIOR HIGH SCHOOL PERIOD

To most readers the most startling feature of the Report will be found in Chapter IV, which is devoted to the mathematics of the tenth, eleventh and twelfth school years. It is nothing more nor less than a recommendation that among the topics to be treated during the period be included the elementary notions, and processes of the calculus.

To be sure, the proposal is hedged about with a number of qualifications. First, the committee does not recommend, as in the case of the junior high school requirement, that mathematics be a required subject during the later period; while convinced of its interest and utility, it believes that "the subject must, like others, stand or fall on its intrinsic merits, or on the estimate of such merit by the authorities responsible at a given time and place." Second, the proposal is weakened by a hastening to add (as though its authors were alarmed at their own audacity) that "the suggestion of including ele-

mentary calculus is not intended for all schools nor for all teachers or all pupils in any school." In addition, we find on examination of the suggested topics and typical questions that the course proposed is much simpler than the traditional college course.³

Nevertheless the mere mention of the calculus in connection with high school mathematics is surprising enough to warrant a critical examination and discussion of the reasons which are alleged as justifying its claims for inclusion.

The fundamental idea underlying all modern mathematical thinking is the idea of functional relationship or dependence. This in its turn depends upon the concept of the quantities dealt with as *variable* or in flux, but study of the variation of an isolated quantity is unfruitful. It is only when we consider a pair of quantities connected by a given law (capable of mathematical formulation), and proceed to study their *relative* rates of change that we enter a domain capable of the most far-reaching extension.

Now, the differential calculus is precisely this study of the relative rates of change of two (or more) related magnitudes. In mathematical jargon one of the two magnitudes is called the *variable*; the other, conceived or depending on the first, the *function*; and the relative rate of change, the *derivative*. The differential calculus might equally well be referred to as the calculation of derivatives, but for the fact that much of the intriguing mystery attaching to the current title—and also, doubtless, all of its capacity of arousing mirth—would thereby be lost.

Briefly stated, the case for the introduction of the calculus is summed up in these sentences of the Report: "The applications of elementary calculus to simple concrete problems are far more abundant and more interesting than those of algebra. The necessary technique is extremely simple. The subject is commonly taught in secondary schools in England, France, and Germany, and appropriate English texts are available."

³To those acquainted with the calculus it may suffice, in order to illustrate the difference to say that the class of functions dealt with is practically limited to the algebraic polynomial and the rational fraction.

With these contentions, bearing in mind the limitation on the classes of functions to which the method is to be applied, the author is heartily in accord. As to the first, who that has studied calculus can fail to recall the pleased surprise with which he realized the power of the method in handling maxima and minima problems, such, for example, as the old standbys: "Find the dimensions of the largest open-top box that can be made from a piece of tin 12 inches by cutting equal squares out of the corners and then folding up the tin to form the sides," or "Find the dimensions of the largest cylinder that can be inscribed in a given right cone." The difficulties of technique, the terrific chunks of analysis which appal the sophomore, occur in connection with functions which are expressly excluded from the proposed course. Another reason which may be urged is that the now general inclusion of graphic representation in algebra textbooks has really paved the way, through the study of the function-concept to which it necessarily leads, for the introduction of the calculus.

The subject stands, in fact, on somewhat the same footing as does numerical trigonometry in its relation to the junior high school course. If we are going to insist upon a logically rounded-out course which shall treat all phases of the subject, then it certainly has no place in the high school program; if, however, we select judiciously, excluding the more difficult classes of functions and the more abstract applications, it is possible to devise a treatment of the calculus which is at once worthy of inclusion and adapted to the capacity of the average pupil in the last year of his high-school course.

We may suspect that the main obstacle in the way of the adoption of this particular recommendation lies in another direction. Mathematics is traditionally the most difficult subject in the curriculum, and calculus by no means the least difficult of the branches of mathematics. In a later chapter of the Report, on the function-concept, the following sentence occurs: "Indeed it seems entirely safe to say that probably the word function had best not be used at all in the early courses." The writer would be inclined to go a step further and suggest that probably, if the committee sincerely desires its recommendation to be generally adopted, the word calculus

had best not be used. The American people will not in our time stand for the introduction of calculus into the high schools—if they know it.

REMAINING CHAPTERS OF THE REPORT

It remains to give a brief account of Chapters V to VIII inclusive, which, though not forming an essential part of the plan of reorganization (with the possible exception of Chapter VI), furnish some extremely valuable supplementary and explanatory matter. Of these, Chapter VI may at once be dismissed with the statement that it is a syllabus of the recommended propositions in a course in Demonstrative Geometry, both plane and solid. Likewise, Chapter VII, on the function-concept and the ways in which it can be introduced in secondary-school mathematics, need not detain us long, since the idea has been discussed in connection with the calculus. Its most fruitful suggestion is that the teacher should let no formula pass without asking what would be the effect upon the remaining quantities in the formula of a proposed change in any one of them. This is of course the very essence of functional thinking.

In Chapter V, on college entrance requirements, the most interesting item is an expression of opinion that there is little or no conflict of interest or needs between students who ultimately go to college and those who do not. The opinion is based upon the results of inquiry among college teachers as to the relative value, as preparation for work in their subjects, of the various topics of secondary-school mathematics. It seems that these results agreed closely with the opinions already expressed by the committee as to the general needs of high-school pupils. In view of the preponderance of college representatives on the committee, however, it is questionable whether the two sets of opinions are really independent. No doubt the members of the committee had discussed these very matters with their colleagues in other fields and were well aware of their opinions long in advance of the sending out of formal questionnaires. However, as to the actual soundness of the position itself there is not much doubt.

Chapter VIII, the last chapter in the incomplete form of

the Report, on Terms and Symbols, is a fascinating subject on which the writer would be happy to let himself go, if space did but permit. It is a great satisfaction to find among the terms and phrases destined for the ash-heap the meaningless "simple equation," "affected quadratic," "simultaneous equations" and the error provoking "clear of fractions" and "cancel."

The complete Report, when issued, is to consist of sixteen chapters in all, of which the last eight are of special rather than general interest. Short synopses of them are given in the incomplete form.

SUMMARY AND CONCLUSION

To summarize the main points of the Report: "First, the function-concept is the idea best adapted to unify the mathematics course, and should therefore be kept in the foreground throughout. Second, it is unwise to insist too early in the pupils' development upon logical completeness; rather should the subject-matter, especially in geometry and trigonometry, be presented at first in its easier phases and with considerable appeal to intuition, to be supplemented by a later more rigorously logical presentation. Third, the adoption of the principle just stated makes it possible to introduce Intuitive Geometry and Numerical Trigonometry earlier than is now customary. Fourth, drill in algebraic processes should be cut down to the indispensable minimum, and the emphasis laid on the use and interpretation of formulas and the solution of worded problems. Fifth, statistics, as a new topic constantly growing in importance, should be treated in both parts of the secondary-school period. Sixth, mathematics should be a prescribed subject throughout the three years of the junior high school period, but no longer, except for pupils preparing to go to college. Seventh, insistence on thinking in terms of functional relationships renders possible the introduction of the elements of calculus in the final year of the high-school period.

AUBREY E. LANDRY.

QUARTERLY NOTES OF THE SUPERINTENDENTS' SECTION, CATHOLIC EDUCATIONAL ASSOCIATION

At the meeting of the Superintendents' Section of the Catholic Educational Association held in the Catholic University, Washington, D. C., last April, it was voted to try out the experiment of furnishing at regular intervals a digest of the educational happenings of the various dioceses of the country. It was held by all that the two occasions in the year which found the superintendents gathered together were so far apart as to keep them in ignorance of what was occurring in the meanwhile. Also the distances of traveling are so great that many of the best-willed heads of diocesan school systems are prevented from attending such convocations. Of course these men have plans under way and would be delighted to learn what others are doing. It was to meet this manifold need that the Superintendents' Section erected the tentative office of Section Editor and placed its first year's work in the hands of the present writer.

To make good copy for this article a request was sent to every Catholic school superintendent throughout the country, as well as to the supervisors of the various male teaching communities. The replies have been many and informing. Some have deemed it prudent to report progress without indicating the exact measures which this progress was employing. Others have asked to have their items held over until a future date, as schemes yet in their infancy would then have assumed a more definite shape. Others still have been pleased to gather information that describes what has taken place in the recent past and what movements have lately been placed under way. It is with the notes sent by this last class that our present article is concerned. It will be framed after the manner in which the various archdioceses and dioceses are wont to be arranged.

BOSTON

The School of Education attached to the Jesuit College of Boston has been led by the Diocesan Supervisor of Schools

to conduct an extension course for the religious engaged in grade school work. This project has been in full swing for the past four years. This year a twenty-hour course on "Methods of Teaching Literature" is being given by the Dean of the afore-mentioned College Department of Education, the Rev. James F. Mellyn, S.J., and Professor William F. Linehan, A.M. To accord with the convenience of the reverend students two lecture centers have been appointed, one in Boston at Cathedral School Hall and the other at St. Mary's School, Lawrence. The course is recognized by Boston College and college credits awarded. The whole underlying idea of this extension work is to lift even higher the teaching efficiency obtaining in the grade schools.

PHILADELPHIA

September 5, 1922, the Rev. John E. Flood, LL.D., passed away. His death was sudden. The news was most saddening to those who knew this capable Catholic educator. While our prayers go out for his happy repose, we cannot forget the manner of man he was. Always calm, dignified to a most priestly extent, interested in Catholic education and most genial among his associates, he remains best in our memory as the preacher of the sermon delivered in the Philadelphia Cathedral last June at the opening of the annual convention of the Catholic Educational Association. He had the good judgment to carry on the policies started by his illustrious predecessors in the office of Archdiocesan Superintendent of Schools of Philadelphia. When his own experience ripened, he met new situations with measures of improvement which were sane, forward-looking and Catholic. Our sorrow at his loss is softened to an extent by the action of His Eminence of Philadelphia in placing in office as his successor the Rev. Joseph M. O'Hara, associated in the administration of the schools for the past few years.

The registration of the Catholic schools has mounted up to 120,000. This increase was rendered possible in part by the opening of new schools. It is surprising to learn that since September, 1921, fourteen such schools have been dedicated.

The increase was mainly felt in the section outside the episcopal city, for ten new schools were opened in the country section. The novel happening took place on August 27 last, when at the same hour three schools were dedicated, His Eminence being assisted by Bishop Crane and Msgr. Whitaker.

ST. LOUIS

The Rosati-Kain Catholic High School for girls was blessed and opened on Monday, October 2. It is a modern building, constructed along the most approved lines and running its costs up to a quarter of a million dollars. It is the concrete expression of the devotion of the Catholic laity to their beloved Archbishop Glennon, who recently rounded out twenty-five years in the hierarchy of America. Fittingly the Solemn High Mass of thanksgiving offered in the Cathedral by Rev. Paul J. Ritchie, S.T.L., was celebrated in the presence of his Grace, who delivered a sermon on the needs and advantages of Catholic education. After the church devotions special exercises were given in the new school by the girls who form the first class to be instructed in this modern Catholic high school. Six hundred and fifty students are now on the roll. They are housed in a spacious building that has twenty-one classrooms, a gymnasium and a large library. Space is also given over to administration offices and to a cafeteria. The science laboratories are located in an adjoining building.

Just as this celebration was to begin, the Archdiocese of St. Louis was pitched into sadness by the death of its Vicar General, the Rev. Monsignor J. A. Connolly. Long in the office of the Bishop's assistant, chairman of the Board of Education of the diocese for many years, this departed prelate was ever interested in the welfare of Catholic education not only in his diocese but in other parts of the country. He had the distinction of being among the pioneers who formed the Catholic Educational Association. Until sickness stayed his vigorous frame, he was a familiar figure at the annual meetings, attending the various sessions in the rôle of an active participant. The prayers of all lovers of progressive Catholic education will hover around his grave.

SAN FRANCISCO

The schools of this western archdiocese are now following a new course of study for the elementary grades. The curriculum has been slowly and carefully built up. It has come from the press in a durable form. A list of approved textbooks is a prominent feature. Four years a committee, drawn from the teaching orders of the diocese, have been at work on this syllabus under the directing influence of Rev. Ralph Hunt, the Archdiocesan Superintendent. The labors of those years have been well repaid. It is only natural that attention should now be given the high schools of the archdiocese. It is reported that in academic work a course of study on religion will receive attention this term. In the secular branches the affiliation with the University of California provides for work that is of the approved sort.

San Francisco has been early at work in providing for the professional training of its teachers. The fifth annual summer school stretched its days from June 26 to July 29. The Catholic University of Washington was in charge of the courses. No less than fifteen recognized courses were given. Rev. Dr. Peter C. Yorke is now continuing the good work of the summer by delivering on Saturday mornings a thirty-hour course on "The History of Christian Worship." His lectures follow the plan of his new book on "The Mass" which has recently come from the press and which is widely used in the eighth grade and the first year high school. The attendance has been most flattering. About 350 religious and many lay are regularly at the lectures.

ALTOONA

The chief education achievement of this diocese is the opening this fall of two central high schools. One is located in the episcopal city and other in Johnstown. The student body is recruited from the vicinities as well as from the cities themselves. The work began with only freshman classes, and in them are 329 children. Two drives for \$100,000 each have resulted in the erection of two eighteen-room buildings where in the most modern appointments obtain. The course of study

embraces academic, commercial and scientific work. To obtain a proper teaching corps all parish high schools and all the commercial schools have been closed. Next September priests will enter the faculties, handling religion and Latin.

Two new schools were opened last September. Three others have been placed under construction. But in the midst of this rejoicing over the expansion of his school system, the Bishop notes the absence of sufficient religious vocations and finds difficulty in placing teachers in all his classrooms.

BROOKLYN

The main items of interest from this eastern diocese should open with a remark about the high school drive which the Bishop began on Sunday, November 12, and which will close on Thanksgiving Day. The Rt. Rev. Thomas E. Molloy, D.D., though his first year in office is only nearing its end, has approached his people for a two-million high school fund. He promises them in return to erect and equip three central high schools, located in such a manner as to take care of the greatest number of his high school children. At the moment of writing the diocese is alive with a pronounced desire to put the drive "over the top." The next report will furnish confirmation of this wish. Meanwhile, to accommodate the girls who were unable to secure registration in existing Catholic high schools, the Bishop opened last September three extension high schools for girls; 267 children enrolled their names. The work done here is approved by the State Department of Education.

The tentative course of study which has been in use in the elementary schools since 1918 was replaced this September by a final draft. This syllabus is the result of the labors of a committee. General satisfaction has met this publication. On the requirements of the diocesan course of study examinations will be given every term to all the grades from the third to the eighth included. Plans have been laid to work out a course of study for the high schools of the diocese. The committee should finish its sessions by the end of June, and in September the schools will begin to follow a new schedule which will give prominence to religion and at the same time conform to state standards.

A venture has gotten under way in Brooklyn which is an experiment and worthy of attentive consideration by Catholic superintendents who have large numbers of lay teachers in their schools. A three-branch normal extension school has been opened in various sections of the diocese. The attendance has been compulsory for lay teachers holding office for less than five years and has been opened to those teachers whose tenure of teaching has been longer and who are anxious to advance themselves. The average attendance on a lecture day is 150. The staff of teachers is drawn from the female religious orders and also from the diocesan clergy. The entire course is free.

To meet the pressure of work the Bishop has opened a downtown office for his superintendents. It is located in the business section of the city and is handy of access to the clergy and the religious. It widens the influence which the superintendents have, since their advice is easily sought. To meet the expense of fitting out the office and also to secure funds for conducting the office in an up-to-date manner, a per capita school tax has been levied by the Ordinary. It is collected by the superintendent.

DULUTH

In this diocese there has been of late a striking growth in the enrollment of the Catholic schools. This is especially true of the Catholic high schools. They are two in number. The registration in these high schools has jumped 50 per cent this term. This is evidence sufficient that throughout the country Catholics are awakening to the importance of secondary education if the present generation of Catholic youths and maidens is to figure prominently in the upper levels of American opportunity.

A notable change in terminology has been introduced into this diocese under episcopal sanction. The old-time title of "Parish School" has been removed. Hereafter the edifices of learning supplied by our Church will be known officially as the "Public Catholic Schools." It will remove the narrow parish spirit that was necessary in the past and will make possible the concern of wealthy parishes for the Catholic

education of children living in the lower sections of our American cities where large families abound amid great poverty. Moreover, the American tone of Catholic education will be put more to the fore.

Besides introducing the system of having one Sister designated as the Diocesan Supervisor of Music with authority over all the schools, Duluth plans to continue the intelligence survey begun last year. Approved scales are employed. This survey is prosecuted in the hope of providing a better grading for the children of the grades. In addition the idea is cherished that a step may be made to compose special classes for under-developed boys and girls. This diocese gives promise of much healthy experimentation.

HARRISBURG

Four hundred children form the increase in the registration of the schools over the report for the preceding year. Two new schools were opened this term, adding further numbers of the Catholic school population. The summer course work of the religious has reached high figures. The superintendent conservatively estimates that over 90 per cent of the Sisters followed extension work during the past summer.

HARTFORD

This is a period of school construction for this eastern diocese. The larger cities are witnessing the erection of more Catholic schools or the replacing of old structures by modern buildings. So advanced are the views of the Catholic people on what a school should be, that a Catholic school now under erection has provisions for a gymnasium and a swimming pool. This is a marked departure even in public school construction.

At Waterbury the Sacred Heart High School has enrolled its first students. The freshman class has 38 girls in it. Each year another class will be added. The Sisters of Mercy are in charge. The course of study embraces not only academic work, but also commercial subjects. Only girls are admitted. The applicants far outnumbered the accommodations, with the result that many were denied admission. This high school has applied for recognition by the Catholic University

at Washington. A professional physical training teacher has been engaged, and a lay person teaches oral English and expression. The rector plans to have quality as well as quantity.

PITTSBURGH

The most talked-of development in Catholic education is the diocesan normal school which opened in September of last year. The staff is recruited from the Knights of Columbus Evening School for Ex-Service Men. The sessions are conducted on Saturday mornings and cover not only academic work but also strictly pedagogical training. Last year the attendance was 400 Sisters, but the present term finds this number swollen to 700. Such is the high standard of the staff and the teaching that the Pennsylvania State Department of Education, after a close inspection, has pronounced the Normal School to be engaged in high class work.

Another step forward is the establishing of an art center. Miss Mary McMunigle, Art Supervisor of the Schenley High School of Pittsburgh, conducts bi-weekly lessons in art work and art supervision at which the various communities of the diocese have two representatives present. These serve to impart their lectures to the members of their own communities. Not only is the art work of the schools improving, but there is being gradually built up an efficiency in art supervision that will keep the standards of this special school labor high even when the inspirer will be removed by death.

TOLEDO

The usual school health work, so familiar to the superintendents in the east, and which is in many places conducted by the city authorities for both public and private schools has been introduced into the Diocese of Toledo. One school was selected as an experiment. Here a hired nurse was in constant attendance and six doctors volunteered their services. The experience of last year was most satisfactory. Unhealthy child conditions were remedied. It is the cherished hope that this regular nurse and doctor care of the children will become a fixed feature of the schools of the Toledo Diocese.

Higher education is receiving close study in this Catholic section. The Central Catholic High School, which opened its doors in September, 1920, and which that year enrolled 196 boys and girls, closed last June with a register of 451 students. The superintendent reports that this year's indications are that about 600 children will be in attendance at this particular high school. While this enrollment is most satisfying, yet there lies room for great improvement. Out of 1,269 children who were graduated from the Catholic grade schools last June only 675, or about one-half, are found now in Catholic high schools. It is well for the superintendent to dwell upon the seriousness of this situation. He well observes that the Catholic people are called upon "either to provide secondary schools or to forsake the century-old Catholic position in education." Toledo rounds out its educational equipment by receiving this September 25 girls as the freshman class in the newly opened Mary Manse College for Women.

A striking point in the organization of the school facilities of this diocese is the Diocesan Teachers' College, which began its labors this past summer. The classes are held in the Central High School. Experienced and approved professors presided over the summer session. The curriculum was all-embracing. In addition to the usual subjects, one notes courses on religion and the social sciences. During the present school year the superintendent plans to use the facilities of this diocesan agency to give extension courses on Saturday mornings to the religious. We note with personal pleasure that he plans also to take care of the professional teacher training of the novices.

COMMUNITIES

While the male teaching orders report the necessity of refusing many offers to take charge of new schools, and while they lay emphasis on the need of providing more religious vocations, yet the most noteworthy information coming from them centers in the Christian Brothers working in California. They have undertaken a distinct innovation in Catholic educational circles. This September the authorities determined to place their scholastics in a recognized college and have them

follow the course therein prescribed. All of their scholastics were enrolled as members of the freshman class of St. Mary's College at Oakland. Anxious eyes will keep turning to California. It is a big and progressive movement that is there under way. The idea is novel to keep our teachers at college work with main attention resting upon educational principles and methods until they finish the course and then locate them in classrooms. Of course such a procedure means much for the efficiency of Catholic high-school teaching. While the experiment is passing through its early stage and while the criticism of many may be gathering about it, the Catholic school superintendents will, as one man, wish the venture the richest success. It points to a brighter day in our educational efficiency.

CONCLUSION

In bringing these "Quarterly Notes" to a close the writer would express his thanks to the various members of the Superintendents' Section for their kind cooperation and also to the editors of the CATHOLIC EDUCATIONAL REVIEW for their warm welcome into the columns of their publication of these items of educational interest for Catholic educators. At the next insertion other dioceses will be featured that are missing in the report at this time. Despite the saddening news from the Oregon election, every reason obtains why we should, as Catholics and Americans, take delight in the progress being secured in widening the reach and elevating the standards of our American Catholic seats of learning.

REV. JOS. V. S. McCLANCY,
Section Editor,
Superintendents' Section, C. E. A.

INITIATING A TESTING PROGRAM¹

In the *Educational Research Bulletin*, issued by the College of Education of the Ohio State University, under date of October 25, 1922, P. R. Stevenson discusses the preliminary steps necessary to the initiating of a testing program. Inasmuch as many of our diocesan systems are now making use of the new measuring devices, or are at least considering the advisability of doing so, a summary of this discussion might prove helpful.

Mr. Stevenson feels that, in spite of possible mistakes and lack of expert skill, a testing program carried out by the local teachers, under the direction of the superintendent, is more helpful in the end, than when the entire work of planning, testing, scoring papers and interpreting results is done by experts from the outside. The reason is that the findings of outsiders generally contribute very little except results in the mass, and offer a minimum of suggestion concerning the difficulties of the individual pupil and means of improving instruction. However, there are certain common mistakes to be guarded against. These he lists as follows:

1. An attempt is made to test all pupils in the system.
2. Too many different tests are used.
3. The tests selected are too difficult for inexperienced teachers to give and score.
4. Mistakes are made in ordering the tests. For example, a given reading test may be in two divisions, one for grades III, IV, and V, and another for grades VI, VII, and VIII. Not knowing this, officer finds that he has ordered too many tests for grades III, IV, and V, and none at all for grades VI, VII, and VIII.
5. The technique of giving tests is not uniformly followed. Some teachers allow more time than others and give the directions in a different manner. As a result the data are not comparable.

These mistakes can be obviated to a large extent, if careful planning precedes the actual work of testing. Such planning involves the consideration of a number of factors, chief of which are the following:

1. The purpose of testing should be defined according to the problem at hand. Every schoolman is conscious of a great number of problems that urge attention. He must choose the

¹Stevenson, P. R., "Preliminary Steps in Initiating a Testing Program." *Educational Research Bulletin*, Vol. I, No. 17, p. 155.

one which he deems most important and fundamental, here and now, and orientate his testing program accordingly. Standardized tests can be used for many purposes. Stevenson enumerates a possible twenty-six:

1. For diagnosing common and individual errors as a basis for remedial instruction.
2. For prognosis of pupils' abilities.
3. For classification of pupils according to ability.
4. To determine whether sufficient time is being spent on a given subject.
5. As a means of reporting to parents.
6. As a means of solving administrative problems.
7. As a means of measuring progress in a given grade or from grade to grade.
8. To fix standards of achievement for different grades.
9. To evaluate different methods of instruction.
10. As a basis for individualizing instruction.
11. As a basis for obtaining and holding public support.
12. As a basis for measuring the efficiency of teachers.
13. As an aid to the teacher in making close estimates of the pupils' abilities.
14. To enable the teacher to locate her own weakness.
15. To show places where certain subjects are understood or sufficiently learned, where certain subjects are over-stressed.
16. To be used as a check on the courses of study.
17. To show the most efficient distribution of time, length of drill periods, length of recitations, and number of classes per week.
18. As an aid in determining the amount and kind of supervision needed.
19. As an aid in organizing the supervisors' work.
20. As an aid in classifying pupils who come into the school from other systems.
21. As a practical basis for promoting pupils.
22. As a standard for the teacher in estimating her work.
23. As a means of interesting children in school work and improvement. (Especially is this true if charts or graphic records of their own work are kept.)
24. As a protection to the teacher or principal from the irate parents. (Parents who are not satisfied with the teacher's marks may be shown definitely how their child stands in relation to the other children of the room.)
25. To show the relative standing of different grades or buildings within a system or a comparison of these with other cities.
26. To show where emphasis on different subjects should be placed.

While more than one question may be answered by means of a testing program, and the results may be classified in different ways, it is better to attempt one thing at a time.

2. Some judgment must be brought to bear on the selection of tests. Not all tests are equally good, nor will any one good test prove useful in the light of the particular problem under consideration. The following criteria are suggested:

Validity—Does the test measure what it purports to measure?

Reliability—Does it yield the same results when given on different days?

Objectivity—(a) Are the directions for giving the test and the trial exercises of such a nature that similar results will be obtained by different experimenters?

(b) Are the pupils' answers of such a nature that they may be readily scored by means of a key so that the score obtained will be the same when the papers are graded by different teachers?

Norms—Have age or grade norms been established upon a sufficient number of cases?

Range of Abilities—Does the test differentiate between bright, average, and dull pupils?

Interest—Is the test interesting to the pupils so that they will put forth their maximum effort?

Forms—Are there two or more comparable forms of the test so that improvement can be measured?

Cost—Other things being equal, is the test the most economical measure of the product desired in terms of money and time spent in giving and scoring it?

Over and above this, the superintendent should secure samples of the tests he intends to use and study them carefully in order to obtain: (1) The correct form and division of each test for each grade; (2) the proper instructions for giving and scoring the tests; (3) tests which are not too complex for his teachers to administer.

3. In administering the program, the superintendent should first of all see that all concerned in the work realize its nature and importance. In the case of the Catholic schools, it would seem necessary, in most cases, to acquaint the pastors with the value of tests as a means of improving school work, else prejudice, based on misconception, may handicap the program. Teachers likewise need to be trained in the proper method of giving the tests. This may best be accomplished by giving the tests to the teachers just as though they were

pupils and having them score the results. Some preliminary practice on smaller groups will likewise prove helpful in training them in the technique of giving the directions properly and watching the time limit.

The appended bibliography should prove helpful in this connection.

THE TESTING PROGRAM

Ballou, Frank W.: "General Organization of Educational Measurement Work in City School Systems." Seventeenth year-book of the National Society for the Study of Education, Part II, pp. 41-51.

Breslich, E. R.: "A Committee on Results." *School Review*, 27:600-11. October, 1919.

Brooks, Samuel S.: "Improving Schools by Standardized Tests." Boston: Houghton Mifflin Company, 1922, 277 pp. (See especially chapters 2 and 3.)

Buckingham, B. R.: "Common Sense in the Use of Tests." *Educational Research Bulletin*. Nos. 1, 2, 3, 4, and 5, 1922.

Dawson, Charles D.: "Educational Measurement in Grand Rapids." *Journal of Educational Research*, 2:611-14, October, 1920.

Keener, E. E.: "Use of Measurements in a Small City School System." *Journal of Educational Research*, 3:201-6, March, 1921.

Koos, F. H.: "Educational Measurements in a Small School System." *Journal of Educational Research*, 2:493-501, June, 1920.

Layton, Warren K.: "Group Intelligence Testing Program of the Detroit Public Schools." Twenty-first yearbook of the National Society for the Study of Education, pp. 123-30.

Layton, Warren K.: "The Intelligence Testing Programs of the Detroit Public Schools." *School and Society*, 15:368-72, April, 1922.

Madsen, I. N.: "Some Results from a Testing Program in Idaho." *School and Society*, 13:668-71, June, 1921.

McCall, Wm. A.: "Measuring the Horace Mann Elementary School." *Teachers' College Record*, 19:472-84, November, 1918.

Pressey, S. L., and L. C.: "Introduction to the Use of Standardized Tests." Pp. 198-226. Yonkers: World Book Co., 1922.

Richardson, J. W.: "The Campaign Method in Elementary Education." *Journal of Educational Research*, 2:481-92, June, 1920.

Richardson, J. W.: "Another Educational Campaign." *Journal of Educational Research* 6:97, September, 1922.

G. J.

THE ART OF GREGORIAN MUSIC

(Continued)

III

The most striking characteristic of plainsong is its simplicity, and herein it is truly artistic. Among the Greeks, simplicity was the essential condition of all art; truth, beauty, goodness cannot be otherwise than simple.

The true artist is he who best—that is, in the simplest way—translates to the world without the ideal conceived in the simplicity of his intellect. The higher, the purer the intellect, the greater the unity and simplicity of its conception of the truth: now, the closest interpretation of an idea which is single and simple is plainly that which in the visible world most nearly approaches singleness and simplicity. Art is not meant to encumber the human mind with a multiplicity which does not belong to it: it should on the contrary tend to so elevate the sensible world that it may reflect in some degree the singleness and simplicity of the invisible. Art should tend not to the degradation, but to the perfection of the individual. If it appeals to the senses by evoking impressions and emotions which are proper to them, it only does so in order to arouse the mind in some way, and to enable it to free itself from and rise above the visible world as by a ladder, cunningly devised in accordance with the laws laid down by God Himself. Whence it follows that plainsong is not simple in the sense that its methods are those of an art in its infancy: it is simple consistently and on principle.

It should not be supposed that this theory binds us to systems long since out of date: the Church in this matter professes the principles held by the Greeks, the most artistic race the world has ever known. In their conception, art could not be otherwise than simple. Whenever I read Taine's admirable pages on the simplicity of Greek art, I am constantly reminded of the music of the Church. Take for instance, the following passage: "The temple is proportionate to man's understanding—among the Greeks it was of moderate, even small, dimen-

sions: there was nothing resembling the huge piles of India, of Babylon, or of Egypt, nor those massive super-imposed palaces, those labyrinthine avenues, courts, and halls, those gigantic statues, of which the very profusion confused and dazzled the mind. All this was unknown. The order and harmony of the Greek temple can be grasped a hundred yards from the sacred precincts. The lines of its structure are so simple that they may be comprehended at one glance. There is nothing complicated, fantastic, or strained in its construction; it is based upon three or four elementary geometrical designs."¹²

Do you not recognize in this description, Gentlemen, the unpretentious melodies of the Gregorian chant? They fill but a few lines on paper: a few short minutes suffice for their execution: an antiphon several times repeated and some verses from a psalm, nothing more. They are moreover so simple that the ear can easily grasp them. There is nothing complicated, weird or strained, nothing which resembles those great five-act operas, those interminable oratorios, those Wagnerian tetralogies which take several days to perform, bewildering and confusing the mind.

The same simplicity is found in Greek literature and sculpture. To quote Taine again:—"Study the Greek play: the characters are not deep and complex as in Shakespeare; there are no intrigues, no surprises—the piece turns on some heroic legend, with which the spectators have been familiar from early childhood; the events and their issue are known beforehand. As for the action, it may be described in a few words—nothing is done for effect, everything is simple—and of exquisite feeling."

These principles, Gentlemen, may all be applied to plainsong. "No loud tones, no touch of bitterness or passion; scarce a smile, and yet one is charmed as by the sight of some wild flower or limpid stream. With our blunted and unnatural taste, accustomed to stronger wine (I am still quoting Taine) we are at first tempted to pronounce the beverage insipid: but after having moistened our lips therewith for some months, we would no longer have any other drink but that pure fresh

¹²Taine, *Philosophie de l'art en Grèce*, p. 66 et seq.

water; all other music and literature seem like spice, or poison."¹³

You will no doubt ask how so simple an art, from which the modern means of giving expression are systematically excluded, can faithfully interpret the manifold and deep meaning of the liturgical text. Seemingly this is impossible. But here you are mistaken, Gentlemen. In music, as in all art, the simpler the means, the greater the effect and impression produced. Victor Cousin has a telling saying:—"The less noise the music makes, the more affecting it is." And so simplicity excludes neither expression nor its subtleties from the chant.

What then is this expression, whence does it spring, and what is its nature? Let me make yet another quotation, for I like to adduce the theories of modern authorities in support of the aesthetics of the chant: behind their shelter, I shall not be exposed to any charge of having invented them to suit my case. M. Charles Blanc, in his "Grammar of the Graphic Arts," says that "Between the beautiful and its expression there is a wide interval, and moreover, an apparent contradiction. The interval is that which separates Christianity from the old world: the contradiction consists in the fact that pure beauty (the writer is speaking of plastic beauty) can hardly be reconciled with facial changes, reflecting the countless impressions of life. Physical beauty must give place to moral beauty in proportion as the expression is more pronounced. This is the reason why pagan sculpture is so limited in expression."¹⁴ I am well aware, Gentlemen, that in sculpture, more than in any other art, the greatest care must be taken not to pass certain appointed bounds, if the stateliness which is its chief characteristic is to be preserved. I am also aware that in other arts, such as painting or music, it is legitimate to indulge more freely in the representation of the soul's manifold emotions. All this I grant, Gentlemen: nevertheless, it must be acknowledged that these distinctions are very fine indeed, and that in every art, the higher laws of aesthetics are the same. The laws of musical expression are analogous to those of plastic expression: there too it may be

¹³Taine, *op. cit.*, p. 113.

¹⁴Charles Blanc, *Grammaire des Arts du Dessin*, p. 519.

asserted that pure musical beauty accords ill with the tonal, metrical or rhythmic changes of a melody reflecting the manifold impressions of the soul in the grip of its passions. There too we may say that the more intense is the expression, the more the beauty of the music as music gives way to moral beauty. How then are we to reconcile beauty, by its very nature serene and immutable, with the restlessness and versatility which are the essential characteristics of expression? The problem is by no means easy of solution.

Ancient art, with deeper insight, loved beauty so much that it shunned expression: our more sensual modern art endeavors to obtain expression at the expense of beauty. But the Church in her song has found, it would seem, the secret of wedding the highest beauty without any change to a style of expression which is both serene and touching. This result is attained without conscious effort. For as a sound body is the instrument of a sound mind, so the chant, informed by the inspired word of God, interprets its expression. This expression is enhanced both by the smoothness of the modulations, and by the suppleness of the rhythm. And as the melody is simple and spiritual, so likewise is the expression: it belongs, like the melody, to another age. It is not, as in modern music, the result of surprise, of discord, of irregularity or disorder; it does not linger over details, nor endeavor to chisel every word, to cut into the marble of the melody every shade of emotion. It springs rather from the general order, the perfect balance and enduring harmony of every part, and from the irresistible charm born of such perfection. Measured and discreet, ample liberty of interpretation is left to the mind by such expression. Always true, it bears the signal stamp of the beauty of fitness: it becomes the sanctuary, it becomes those who resort thither that they may rise to the spiritual plane. "No defilement shall touch it," no dimness, nor stain but a limpid virginal purity: like the ancient Doric mode, it breathes modesty and chastity.

(To be continued)

CLASSICAL SECTION

The editor of this section earnestly solicits queries regarding any phase of classical studies. He will endeavor to answer all such questions personally, giving special notice in these columns to whatever he regards of sufficient general interest. A word from you regarding your solution of any of the many problems concerned with the teaching of the classics will also be gratefully received, and will be placed here with due credit at the disposal of our Catholic teachers.

Many questions have been asked regarding the pronunciation of Latin. Briefly, we may say that there are three different pronunciations current in the Catholic schools of the United States: the Continental (sometimes called English or Modern, to be identified by the pronunciation of *caelum* as *saleum*), the Italian (i.e., modern Italian), and the Roman (i.e., ancient Roman, sometimes called the Reformed). The Continental pronunciation grew up in central Europe, where Latin was pronounced like the native tongue, and thence spread to England and America. No one has ever hazarded the thought that the ancient Romans pronounced their language in that manner. There are no good reasons for using it, historical or otherwise, and it is fast dying out in our schools.

There are no *historical* reasons for the use of the Italian pronunciation. The fact that Italian is a descended language of Latin, despite identity of locality, holds equally well for French, Spanish, and other Romance languages, and to say that the pronunciation of any language could remain static for over 2,000 years is an absurdity unworthy of remark.

Abundant evidence is at hand at least for a very close approximation to the pronunciation of Latin used by the Romans of the Classical period, and a true teacher's love for historical truth should urge him to adopt it. In brief, this evidence is obtained from (1) the Roman writers themselves, (2) inscriptions, (3) Greek transliterations of Latin words, and (4) a study of the sound-changes of Latin itself. This material, which is truly extensive, can be found fully treated

in any historical discussion of the Latin language. The following are especially to be recommended to the high-school teacher:

Bennett, C. E., "The Latin Language." Boston, 1907.

Lindsay, W. M., "The Latin Language." Oxford, 1894.

Roby, H. J., Latin Grammar, Vol. I, 4th ed., pp. xxx-xc. London, 1881.

Sturtevant, "The Pronunciation of Greek and Latin." Chicago, 1920. The Restored Pronunciation of Latin and Greek. London, Murray.

The recommendation of the Italian pronunciation by the Holy See, we feel certain, had no reference to schools. The use of the Italian pronunciation in all church functions has now become an established tradition, but that need not interfere with our using the pronunciation of Latin which Caesar, Cicero, and Vergil themselves used, when we study the works of these authors. It is no difficult matter to know and use both, the Roman in the Latin class, and the Italian when, for example, we are teaching children the hymns of the Church.

Furthermore, it may be stated that practically all non-Catholic schools in America and Europe use the Roman pronunciation, that many state boards of education require it of all schools under their jurisdiction, and that the Catholic Educational Association has already indicated its approval of it (1908 and 1909).

There are many simple means of arousing the interest of your Latin classes, which will not detract seriously from the main work of the day. Anything which links the Latin of the classroom with the Latin about the pupil in his everyday life is particularly effective. Thus a Sister writes that every week in her class she puts the Gospel of the following Sunday on the board and makes it an object of special study.

Latin songs and hymns may be employed to good advantage. These will be found very useful in improving the pupils' pronunciation and in training the ear. The following are some of the many collections of songs and hymns:

Flickinger, Roy C., "Carmina Latina." Univ. of Chicago Press. Price, 11 cents, postpaid (cheaper in quantities). This

pamphlet contains the Latin words of eleven songs, such as, "America," "The Star Spangled Banner," "Gaudeamus Igitur," etc.

Moulton, W. A., *Latin Hymns*. Benj. Sanborn, Boston, 1904.

Geyser, A. F., S.J., "Musa Americana" (First Series). Loyola University Press, Chicago. Price, 15 cents. Latin versions of patriotic songs.

Geyser, A. F., S.J., "Musa Americana" (Second Series). Loyola University Press, Chicago. Price, 25 cents. Latin versions of old favorites, e.g., "Home, Sweet Home," "The Old Oaken Bucket," etc.

Germing, M., S.J., *Latin Hymns*. Loyola University Press, Chicago. 1920.

Brown, Calvin S., *Latin Songs*. Putnam. Price, \$2.00. A large collection of ancient Latin poems, medieval hymns, and versions of old English and German songs.

The turning of the words of some popular song into Latin may be made a small project for one of your classes in Latin.

Surely no one can teach a subject well if he entertains any doubt as to its utility in the school curriculum. Indeed, we would go a step further in the case of the teacher of Latin and say that no one can teach the Latin well unless so convinced of its value in modern education as to be ready to support it openly and fight for it. The teacher of Latin must have a positive enthusiasm for his work, and must be ready with telling arguments to meet any hostility within or without his classroom.

As useful works on the value of studying the Classics, we would mention:

———, "The Value of the Classics," Princeton University Press, Princeton, N. J.

———, "Practical Values of Latin," printed by "The Classical Association of the Atlantic States," April, 1915.

Kelsey, "Latin and Greek in American Education."

Perhaps the most useful of all, as containing arguments of greatest appeal to the more materialistic of our people, is "The Relation of Latin to Practical Life," by Frances E. Sabin, published by the author at Madison, Wisc. This book

is made from an exhibit of charts once arranged by the author to illustrate the utility of Latin, and it may be made the basis for a similar exhibit, if one so desires.

For other literature of this nature, address Prof. Shirley Weber, American Classical League, Princeton, N. J. A price list of timely pamphlets which are available in any quantities will be gladly sent upon request.

The values of the study of Latin have been declared to be four: practical, disciplinary, cultural, and religious. We propose to discuss each one of these topics in subsequent numbers of the REVIEW.

Dean West's annual report as president of the American Classical League contains much interesting and encouraging information. The Classical Investigation has made wonderful progress. The three special investigators, W. L. Carr, Mason D. Gray, and W. V. McDuffee, are receiving the voluntary services, without material compensation, of about three thousand classical teachers and nearly one thousand teachers of English, French, and history. The spirit of impartiality and thoroughness in the whole investigation has won the approval of educators generally and is producing a feeling of confidence everywhere. At present it includes 110,000 pupils in 716 secondary schools and will be extended in another year. Announcement is also made of the appropriation of \$30,000 by the Carnegie Corporation for the general work of the American Classical League. So far as returns are available, the enrollment of pupils, while showing only slight gains in Greek, shows a strong advance in Latin.

The Honorable Charles Evans Hughes, Secretary of State, in a paper read at the last General Meeting of the National Educational Association, and entitled "Aims in American Education," has made many pertinent and timely observations regarding the present status of our school system, which are of special interest alike to Catholics and Classicists. The following is a sample:

There is at present (in high schools and academies) a bewildering and unsuccessful attempt at comprehensiveness.

It fails of its purpose in giving neither adequate information nor discipline. It asks too much of the student, and too little. I believe that we need to have a few fundamental, substantial studies which are thoroughly mastered. I am one of those who believe in the classical and mathematical training, and I do not think that we have found any satisfactory substitute for it. But the important point is the insistence upon concentration and thoroughness.

I think, also, that we have done too much to encourage intellectual vagrancy in college. Of course there should be opportunity to select courses having in view definite scholastic aims, but we have gone so far that a "college education," outside of technical schools, may mean little or nothing. It is a time for reconstruction and for the establishment of definite requirements by which there will be secured better mental discipline, more accurate information, and appropriate attention to the things of deepest value which make for the enrichment of the whole life of the student.

We are pleased to announce the appearance of a second volume in the "Our Debt to Greece and Rome" series, entitled "Horace and His Influence," and written by Grant Showerman. It is a splendid piece of work, and well up to the standard of the first volume of the series. This will be reviewed in greater detail at a later date.

ROY J. DEFERRARI.

EDUCATIONAL NOTES

ARCHBISHOP CURLEY'S APPEAL FOR THE CATHOLIC UNIVERSITY

ARCHBISHOP'S RESIDENCE
408 NORTH CHARLES STREET
BALTIMORE, MD.

RIGHT REVEREND DEAR BISHOP:

The near approach of the First Sunday of Advent, the date fixed by the Holy See for the annual collection in favor of the Catholic University of America, impels me to address you with brotherly earnestness in favor of that great work. Four popes have strongly commended the University to the Catholic clergy and people as the proper and authorized center and source of our Catholic educational system, and have asked for it the generous support of the faithful. It cannot be that their holy interest in our Catholic education is unjustified, or that their appeals will fall on deaf ears.

This very year Pius the Eleventh has summed up the whole mind of the Holy See in regard of the higher education of American Catholics, and in words of great weight and force asks for their University the most liberal support, calling it "the most useful of their many works." It is significant that the new pope, himself one of the most famous of modern scholars, should make our University the subject of his first Apostolic Letter to American Catholics, and should therein exhaust the principal arguments for its generous support and immediate development.

Going to the heart of the question, he tells us that "the whole thought and concern of the entire American episcopate is to be centered on the University," and that all should have at heart its development "since it was established for the benefit of all the dioceses of America."

A sense of the common good, of common responsibility and common duty, permeates this great pontifical document, than which no more definite utterance on Catholic higher education has come from the Chair of Peter. Three things, he says to all the Catholic bishops of the United States, will

be accomplished by the cordial support and rapid development of the University:

1. The best among your clergy and laity will be so educated and duly provided with knowledge that they will prove a credit to the Church, and will be able to explain and uphold the Catholic faith.

2. The teachers in your seminaries, colleges, and schools, from this time on, will be properly trained, not only equipped with all manner of culture, but thoroughly imbued with a genuine Catholic sense.

3. There will be close cooperation and unity in the formation of youth—a matter of utmost importance, especially in America where the work of education is conducted on such firm and definite principles of organization that all the schools are linked together in a certain uniformity and system.

Our Catholic University of America appeals to the Holy Father as the proper nursery or training school of Catholic teachers for our diocesan seminaries, religious novitiates, and Catholic colleges. Indeed, if all the choice young men who are destined to teach in our numerous institutions of learning, ecclesiastical and secular, were sent to the Catholic University for their proper formation, there would soon be realized in every diocese and in every religious order and community all the ardent hopes of the Holy Father. Finally, it is to our University, generously supported and fully developed, that the Holy Father looks for that higher degree of uniformity and system which modern conditions have made possible and for realizing which he considers our American genius especially well fitted.

Looking out upon the world from the high seat of the Vatican and rightly appreciating, as Vicar of Jesus Christ, "the deep causes of the world's restlessness and discontent," he tells us that the anxiously awaited return of good order to human society depends upon education. But not on any and every sort of education. The saving education he speaks of "is that in which instruction is based on religion and virtue as its sure foundation, and which the Church unceasingly has commended in every way." Speaking frankly, it is his judgment as it was that of Leo XIII, Pius X, and Benedict XV, that through the satisfactory growth and develop-

ment of our Catholic University the American episcopate will accomplish this ideal of Catholic education, "will derive the greatest benefit from a home of study wherein Catholic youth are more thoroughly trained in virtue and sacred science," and whence they will one day issue "to spread more abundantly throughout the world the light of knowledge and of Christian wisdom."

The Catholic University is surely not unworthy of the eloquent advocacy to which the Holy See in this noble letter commits itself. It has served our common Catholic interests in a practical way by the creation and conduct of great works of education and charity that depend upon it for life and action. It has provided a superior training for hundreds of excellent priests in many dioceses and has sent them home to teach in our seminaries and colleges, to conduct the school systems in their dioceses, to organize diocesan charities, to sustain the Catholic press, to become apostles of social truth and action. From all parts our Catholic teaching sisterhoods frequent it in large numbers for the educational opportunities it offers. That most helpful work, the Catholic Encyclopedia, is deeply indebted to the University. It is no small tribute that seventeen members of the American Catholic hierarchy have come from the University. Though young in years, it has sent out over a thousand lay graduates, lawyers, doctors, journalists, scientists, business men, often honored by their fellow-citizens with places of trust, and always loyal to principles of Catholic truth and honor.

Out of the donations of the faithful it has acquired a large academic estate in trust for future ages. It has shed honor on the Catholic Church at the national capital by the number and splendor of its buildings, by its noble appearance, and by the manifold public service of its daily life. It welcomes yearly our Catholic people from every state and diocese and lends dignity and comfort to their meetings and conventions.

Its chief merit, however, is the rich and secure promise of future growth, the evidences of which are seen on all sides and are felt by every loyal Catholic heart.

Some growth of its annual revenue is immediately needed

by the University. Its hundreds of professors, most of them Catholic laymen, with wives and families, have a right to some increase of their modest salaries. The expenses of heat and light, the upkeep of the beautiful grounds and buildings, the constant equipment of the laboratories and the library, call for heavy expenditure, of which the students can meet only a part. New buildings are demanded by the great growth of the last ten years. If every adult Catholic will make annually a generous offering to the University Collection, our immediate needs would be cared for, and our minds left free to plan efficiently that development of the University which the Holy Father suggests in his paternal letter to our American Catholic bishops.

Indeed, it is to this Annual Collection, so cordially recommended by the Holy See and the American episcopate, that we owe in very large measure the actual development of the University. May Mary Immaculate, Seat of Wisdom, and Patroness of the University, as of the American Catholic Church, move the hearts of all our faithful people to rally strongly to the support of this great educational work, which does them so much honor at present, and is destined to honor and comfort them in a yet higher degree!

I beg of you then most respectfully, dear Bishop, to aid in every possible way the work of the University. Without that generous help it cannot make the progress that its mission demands. As Chancellor I will be most grateful if you can see your way to send to your clergy and laity a word of encouragement on the occasion of the announcement of the Annual Collection, so that this year's contributions may surpass in amount all former efforts.

Cordially yours in Xto.,

✠ MICHAEL J. CURLEY,
Archbishop of Baltimore.

October 24, 1922.

DR. CAPEN AND EDUCATIONAL REFORMS

Dr. Samuel P. Capen, former director of the American Council on Education, in his inaugural address as chancellor of the University of Buffalo, N. Y., Saturday, October 28, levelled

constructive criticism at higher institutions generally and expressed the hope that the University of Buffalo, because of its freedom from the fetters of tradition, might set an example in overcoming the conditions he mentioned.

Viewing American higher education in its cosmic aspects, Dr. Capen said, certain disconcerting facts immediately are evident. Nearly every type of institution, except the agricultural college, is overcrowded, congestion being most pronounced in colleges of arts and science. At the same time, he held, there is a general belief that the intellectual morale of college students has declined. The explanation most frequently given for this, he explained, is the "lack of motivation of the college of arts and sciences."

Some of the educational conditions that need to be corrected, Dr. Capen said, are:

(a) The period devoted to elementary education is too long. Efficiency is offset by new subjects crowded into the curriculum, and proof is wanting that the so-called enrichment of the elementary curriculum has increased pupils' intellectual power.

(b) Secondary education begins too late and ends too soon, failing to comprehend the whole period of general formal training. It is too diffuse and therefore superficial, providing very imperfectly for the preparation of those who straightway must earn a livelihood.

(c) Fifty per cent of the work done in colleges of arts and sciences rightly belongs in the secondary schools, so that it becomes necessary to provide teaching methods and disciplinary régime in college for immature boys and girls rather than for men and women seriously entering upon preparation of their life work. There is a prodigal waste of time in college.

Ignoring for the moment the splendid achievements of the professional schools, the first thing clamoring for rectification is the fact that Americans enter upon professional careers at least two years later than citizens of other countries, and the delay constantly is being increased by professional interests themselves which seek to extend the time devoted to training and impose higher requirements without reference to their effect on the educational scheme as a whole.

The three obvious steps to provide for the regeneration of education, Dr. Capen declared, are:

(a) Admission to college and continuance there should depend on far more searching process of selection than any that now prevails. The creation of tests all the time is going forward, but the ultimate decision as to whether a student is qualified to remain can justly be made, "if the moral courage of the faculty can stand the strain."

(b) As early as possible in the college course there should be provision of opportunities for independent study, carried on in the spirit of research without meticulous oversight and with judgment only of the final results. None should be allowed to graduate who have not demonstrated their capacity for independent study and registered definite mastery of some field of knowledge.

(c) The college should adopt all means possible to place secondary education where it properly belongs, and enter into cooperation with the school systems from which the majority of its students come for establishment of methods of redistribution that will prove of advantage to college and schools.

Dr. Capen said:

The college of arts and sciences must be regenerated or it will die. It will be cut up into a multitude of professional divisions and disappear. Similarly, much of the confusion that now exists in the relation of the college to the professional schools could be cleared up by studies designed to reveal just what general information and what knowledge of special subjects are actually necessary for the several professional courses.

Organizations of doctors, lawyers and dentists are forcing the universities both to extend the period devoted to training in the professional school and to impose higher and higher requirements in the way of preliminary education. Moreover, the demands of each professional group are made without reference to their effect upon the education scheme as a whole.

If my analysis is correct, it is clear that the United States faces the need of drastic and thorough-going reform in its whole scheme of education to the end that our children and our youth may be more effectively trained and that time may be saved in the process. The reform demanded does not consist of the mere readjustment of the mechanism of admin-

istration. It must go to the heart of the undertaking. It must deal with the content of subjects and courses. These must be definitely related to the future careers of the students who pursue them.

The various kinds of professional training must be re-examined with fresh reference to the demands of the professions themselves. And the chaos that prevails in the relationships of the college to the professional schools must shortly be reduced to some kind of order. I am persuaded that both these ends could be furthered by a type of educational research that has rarely been applied to higher education.

There is a phrase that gained wide currency during the war. It may be offensive to chaste academic ears, but it is very expressive. It is "job analysis." Now, job analysis has recently been effectively employed to determine the content of the courses of training for all kinds of artisans. Is it impertinent to propose that it would be very useful in the field of professional training also?

If we could have a series of job analyses of the various professions, I venture to predict that they would be highly suggestive to those charged with professional education.

Dr. Capen remarked that wide difference used to exist between the intellectual morale of eastern and western students, the westerners as a rule being more serious and diligent, whereas the so-called effete east contained a larger proportion of idlers and those who went to college because they were sent there. Reports now suggest, he added, that "these differences have been levelled. The intellectual morale of western institutions may still be somewhat higher, but in the west also a marked decline is apparent."

Commenting upon the British honors system, Dr. Capen said:

A few American colleges are now experimenting with honor courses on the British model. But none of these experiments, as far as I am familiar with them, yet goes far enough. The principle which in British universities applies only to honor students should be adopted by American colleges and be applied universally. None should be allowed to graduate who have not demonstrated their ability for independent study and registered definite mastery of some field of knowledge. Not only would the American baccalaureate degree thus acquire a meaning which it now lacks, but the college of arts and

sciences would become as serious and purposeful as are the professional divisions of the university.

THE GENERAL ELECTION IN ENGLAND AND THE CATHOLIC SCHOOLS

That the Catholic schools of England are facing a crisis is evident from the following account of the situation given in the *Universe* (London):

The expected has happened, and the country will presently be in the throes of a general election. To many Catholics the casting of the vote will bring anxious heart-searching. Through no new demands of the Catholic schools, but from inimical changes, they will again be torn between the desire to be loyal to their political party and their duty to safeguard the interests of Catholic education. In the case of many candidates the two loyalties are certain to clash, and choice will have to be made. It is unfortunate, but unavoidable.

The future of the schools is imperilled by attempts to abolish the present system of Voluntary and Provided schools. The danger is real, and whatever steps are taken it must be recognized that these are forced upon Catholics, and are not of their seeking.

At Newport, questions on Catholic school matters were submitted to the candidates, and it is likely that in every constituency with a Catholic vote similar questions will be put. Parliamentary candidates are not renowned for either their knowledge or interest in educational questions. The Coalition candidate for the Newbury Division, who, in answer to a question, declared he had never heard of the Davies Bill, is typical rather than exceptional.

Catholic schools have everything to fear from this ignorance, and everything to gain from clear knowledge and understanding of the educational issues involved. These, at present, are comprised in the Education Act of 1902, the Fisher proposals with the attempts to abolish the dual system, and the administrative action of the Board of Education in refusing to recognize new Catholic schools. A brief exposition of these may serve as a useful reminder, and is given for that purpose.

Twenty years ago rate-aid was first given to the Voluntary schools, which included Anglican, Wesleyan, Jewish, and Catholic schools. Previous to this, the state made certain grants to all elementary schools, but these did not cover the total expenditure. The deficit, in the case of the Board Schools, was made up from the rates, the Voluntary schools had to rely upon collections, subscriptions, and other fluctuating sources. Thus, in 1901, the Board schools took £1

5s. 6d. for each child out of the rates, whilst the hard-pressed Voluntary schools could only raise 10s. 6d. per head from subscriptions.

This was not surprising, as the supporters of the Voluntary schools had a double burden to bear. They had to pay the education rate for the support of the Board schools, and, in addition, build and maintain their own schools.

The Act of 1902 remedied this heavy and unjust inequality. Catholics and others had still to provide the school buildings, and pay for their upkeep, but the salaries of the teachers, the cost of books and stationery, and the greater portion of the cost of fuel, light and cleaning were made a charge upon the education rate to which they had contributed.

The managers, consisting of four Catholics and two representatives of the local authority in the case of Catholic schools, appointed the teachers and controlled the religious instruction, but they were required to carry out any directions of the local authority as to the secular instruction.

Where the act has been fairly administered, it has worked to the satisfaction of all parties. The general standard of efficiency has been raised; the Voluntary schools are more liberally staffed with qualified teachers; the children have the advantage of better schooling, more plentiful apparatus, a more generous supply of books, and the provision of greater facilities and opportunities.

Because, however, the managers provide the buildings, appoint the teachers, and exercise certain powers of management independent of the local authority, a system of dual control prevails, and a movement has been set afoot to abolish it in favor of the single control of the local authority with certain provisions for the religious teaching.

Two years ago Mr. Fisher put forward his proposals to end the dual system. On condition that definite religious teaching would be given in all schools, including the Council schools, he proposed that the local authority should provide the school buildings, appoint the teachers, and exercise full control over all public elementary schools.

Thus, to take the Catholic case, distinctive Catholic schools would cease to exist, but Catholic religious teaching would be given to Catholic children where they were sufficient in number and Catholic teachers were available.

The Church of England was prepared to accept the proposals, but the Catholic bishops rejected them. The half-hour or hour daily religious teaching is only a part of the purpose of the Catholic school. The atmosphere, the traditions, the religious practices, that can only be maintained in a homogeneous school with children and teachers of the same

faith are complementary but indispensable. The Quaker candidate for Southwark admitted that he sent his son to a Quaker school to be educated because he felt the need of something more than a public school education for him. For precisely similar reasons Catholics send their children to none other but Catholic schools with their Catholic religious atmosphere harmonizing with the influence and tone of the good Catholic home.

In October, 1921, Mr. Thomas Davies, M.P. for Cirencester, introduced a bill which embodied the Fisher proposals. This enacted that all public elementary schools should become Council schools; local authorities were to appoint, promote and dismiss all teachers; religious instruction committees were to be set up to advise the local authorities who would be responsible for the definite and indefinite religious teaching. Other causes very effectually abolished the present system by virtually taking away the powers of the managers of the non-provided schools and investing the local authorities with sole control.

Notwithstanding the loss of rate-aid and other penalties it proposed to inflict upon schools which failed to comply with its terms, Catholics refused to compromise and would have nothing to do with the bill. The supporter of the Davies Bill therefore cannot be regarded as a friend of Catholic schools.

The refusal of the Board of Education to approve new Catholic schools raises another important question for Catholic electors to put to their candidates. By the Act of 1902, regard in such applications had to be paid to the wishes of the parents and to the economy of the rates. Recent decisions of the Board have disregarded these, and force the opinion that it seems part of a settled policy to withhold approval irrespective of the fulfilment of the conditions laid down. In 1920-21, out of five proposed new Catholic schools only one was approved. During the present year all applications have been refused.

The Catholic elector who wishes to serve the cause of Catholic education will, at least, see if the candidate who seeks his vote will:

1. Oppose legislation which would deprive Catholic schools of the statutory rights secured to them in the Act of 1902.
2. Uphold the right of Catholic schools to stand out of unacceptable proposals, but remain within the Act of 1902.
3. Obtain fair consideration of applications for new Catholic schools in accordance with the conditions laid down by Act of Parliament, and not according to the arbitrary whim of the Board of Education.

GERMAN CATHOLICS AND EDUCATION

The legislation that is to settle the education question for Germany is nearing its completion. There are to be three kinds of schools: mixed, secular or anti-religious, and denominational schools. What are to be the principles and methods of the mixed schools is shown by an article in the *Hamburger Correspondent*, March 28, 1922, where it says:

As to education, the mixed schools accomplish far more than the normal schools, the lead being taken by the most revolutionary school, the Gemeinschaftschule, at Berlin. The introduction of the familiar "Du" between teacher and pupil has not yet become general in all working communities. Handwork and physical culture are assiduously attended to; nude gymnastics for boys and girls of the third and fourth school year caused some alarm in the beginning, but we can assert that the children concerned are free from any embarrassment.

The secular school, which also calls itself the "free school," openly works for the dechristianizing of the people. It makes no attempt to conceal its anti-religious tendencies. For Christian parents—and, thanks be to God, their number is still great, even among those who call themselves Socialists—only the denominational schools, either Catholic or Protestant, come in question. But their anxiety is whether the coming law will put the denominational school on an equal footing with the two others or not. The situation is as yet by no means clear, and Catholic parents especially look forward with great apprehension to the decision. They will never accept a school law that violates their rights and claims to Catholic education.

As a last means to save the denominational school, they will have recourse to the "Volksentscheid." According to Article 72 of the German Constitution, the announcement of a law can be deferred for two months should one-third of the Diet demand it. Within two weeks of this a "Volksentscheid" is to be asked for to decide whether the law is to be promulgated or not. This "Volksentscheid" must be granted if a twentieth of the voters demand it. On a fixed day, which must be a Sunday or public holiday, the voters, men and women, register their votes for or against. The majority

decides, but more than half of the voters must have taken part in the voting.

If right-minded people can be brought to a clear understanding of this matter—and please God, the Catholic School Organization will succeed in doing this—the “Volksentscheid” will be the final means to save us from an unchristian school law.

That even Socialist parents desire denominational schools for their children is shown by the votes of the parents in Socialist and almost entirely Protestant Saxony. Dresden, Leipzig and Chemnitz, all show heavy majorities for the denominational schools.

Still more favorable were the conditions in Munich, notwithstanding the Socialist majority in the Town Council. In the school register for 1922-1923, 77.3 per cent were entered for the denominational schools and only 22.7 per cent for the secular schools.

Last Easter the bishops of South Germany urged their flocks to sign a protest against any infringement of the rights of the Catholic schools by the new educational law. Three million, three hundred thousand voters responded to this appeal, making thus the bishops' claims with regard to the school their own. Government and Parliament will not be able to ignore this imposing number which represents a tenth of all voters in Germany, therefore as much as is required for a “Volksentscheid.”—*The Universe*.

EDUCATIONAL PERIODICALS

Catholic School Journal (October): Brother Leo contributes an article on “The Novel as Literature.” “A Compendium of Second Year Academic Religion, According to the Requirements of the Catholic University,” by Sister M. John Berchmanns, will prove very helpful to teachers in affiliated high schools. Sister M. Alma, Ph.D., discusses the Teaching of Geography in the Elementary Schools, from the point of view of correlation with the books in the Catholic Education Series. There is the usual interesting editorial comment.

Catholic School Interests (October): The Rev. John A. O'Brien, Ph.D., contributes the first of a series of articles on

the psychology of the reading process. He sketches the various stages in the history of reading, showing its evolution through the pictograph, the ideograph, the phonogram and the alphabet stages. Next he analyzes the reading act and presents the view of modern psychology on the nature of meaning and its relation to imagery. He concludes with several practical corollaries on the pedagogy of reading. Mr. Matthew Sullivan, architect, describes in detail the new St. Mark's School, at Dorchester, Mass. Caroline V. MacGill discusses the Teaching of Community Civics by means of a study of the actual environment of the child. Mr. A. C. Monahan describes Standard Tests in Reading. There is a wealth of splendid suggestion in an article on the "Children's Mass," by Rev. William Busch.

The Educational Review (November): Problems of teaching Spanish are discussed by Mary Weld Coates, "Americans as Linguists," and by Henry M. Martin, "An Ideal and a Standard in Modern Language Reaching." Edith R. Mirrieles suggests that "A Task for Textbook Makers" might be the inclusion of such materials concerning the past and present of foreign nations as would help to eliminate the ignorant superiority that afflicts our people concerning all things beyond their shores. George F. Zook proves that better methods should prevail in the "Preparation for Teaching the Social Sciences." In concluding a series of articles on "The Present Status of Mental Testing," Dr. Stephen S. Colvin points out that, while intelligence tests indicate a fair degree of native ability to learn, they are not perfect instruments for measuring innate mentality. Hence before intelligence testing can establish itself firmly as a factor in our scheme of education, the scales must be perfected and improved; they must contain other elements than those which appeal to abilities conditioned largely by verbal knowledge and fluency. Tests must be developed which measure fundamental thinking ability and rational power, as well as qualities of character and temperament.

The English Journal (October): Percy H. Boynton presents a study of Robert H. Frost. "English Composition as a Mode of Behavior," by F. N. Scott, is a practical article deal-

ing with the causes of the handicaps that present themselves to the teacher of English and suggesting the instinct of communication as a better basis upon which to build the teaching of the mother tongue. Jane Anderson Hilson and Katherine E. Wheeling list illustrative materials for high-school literature offered by art, music, motion pictures, and slides.

The School Review (November): Thomas H. Briggs demonstrates the necessity of professional training for high-school principals. On the basis of replies to a questionnaire sent out to all cities with a population of more than 100,000, O. C. Pratt concludes concerning the Status of Junior High Schools in Larger Cities, that the attitude of schoolmen is distinctly in its favor and that it is the coming plan of organization for schooling pupils during the period of early adolescence. I. N. Madsen discusses the Contribution of Intelligence Tests to Educational Guidance in High School.

The American School Board Journal (November): Supervisors and principals will find "Measuring the Achievement of School Pupils," by Harlan C. Hines, a very useful article. George A. Bassford contributes a succinct list of standards for the selection of high-school textbooks. Inspiration, unification, and interpretation sum up the "Real Work of the Superintendent," according to Geoffrey F. Morgan. The article is replete with practical observations. H. C. Storm contributes some helpful comments on "How to Make Teachers' Meetings Worth While."

The Elementary School Journal (October): Edith Parker describes a Fourth Grade Geography Unit that was carried out in the University of Chicago Elementary School. The purpose of the project was to give the children a conception of the world as a whole in such a way as to provide them with an adequate basis for their future work in geography, to develop their skill in interpreting and using simple geographic materials, and to develop their ability to apply a few important geographic principles. The article describes in detail the manner in which the work was developed. John L. Bracken presents the details of the "Duluth Plan for Rating Teachers." The teachers of Seattle were asked to fill out a questionnaire telling how, in their opinion, a principal may

be of most help to a teacher. Arthur S. Gist and William A. King give the results under the title of "The Efficiency of the Principalship from the Standpoint of the Teacher." "Text-book Accounting," by A. S. Barr, suggests many practical points concerning the proper administration of the free text-book problem.

Education: Henry A. Geisert discusses "Religion in Education" and suggests that the Decalogue could be made the vehicle of religious training in the schools without running the risk of sectarianism. Leon Loyal Wilson outlines a course of instruction in Elementary Industrial Arts. Samuel G. Rich tells us that discipline continues to be a major problem in the schools and argues for the development of a technique of discipline. Margaret Cunningham Ellis and A. W. Edgerton contribute studies on the question of Vocational Guidance.

G. J.

REVIEWS AND NOTICES

Nutrition and Growth in Children, by William R. P. Emerson, M.D. New York: D. Appleton and Co. Price, \$2.50.

From a material viewpoint, at least, nothing augurs better for the welfare of the rising generation than the widespread attention that is now being given to the physical side of the child's nature. Educators and social workers generally, not to speak of legislators, are coming to recognize the important part bodily health plays in the life of the individual and hence physical training, in the form of play, gymnastics or athletics, is considered an essential factor in the educational program. Until recently, however, little attention has been paid to the question of malnutrition in children if we except those few cases where school authorities have recognized the problem and have endeavored to cope with it in some measure by the provision of school lunches. Dr. Emerson, who may be looked upon as a pioneer in this work, has made a thorough study of the problem in all its phases and in the present volume gives us the results of his investigations. The common opinion has been that malnutrition is invariably due to poverty, and hence it will surprise many to learn that it is as prevalent in the homes of the rich as in the slums. After disposing of other erroneous opinions in like manner, the author lists the five chief causes of malnutrition as follows: physical defects, lack of home control, overfatigue, improper diet and faulty food habits and, lastly, faulty health habits. The first part of the work is taken up with a discussion of these various factors. Following this the author outlines a complete and practical nutrition program for the home, the school and the community which is well worth the serious consideration of parents, teachers, physicians and all others interested in the welfare of the child. The plan proposed for the cooperation of the school with the other agencies in the solution of this important problem is deserving of special attention on the part of educators.

EDWARD B. JORDAN.

The Jesuits, 1534-1921. A History of the Society of Jesus from its Foundation to the Present Time, by Thomas J. Campbell, S.J. New York: The Encyclopedia Press, 1921. Pp. xvi+937.

The story of the Jesuits is one of the most interesting romances (in the sense that truth is stranger than fiction) to be found in the annals of ecclesiastical history. Taking its inception from the inspiration of a battle-scarred, temporarily incapacitated, but not war-weary veteran, who had been forced while recuperating from a wound to while away the hours by perusing the Life of Christ in lieu of the more cavalier and romantic Amadis de Gaul, the "best seller" of the day, the Company of Jesus bore at its birth, and still bears, though in a lesser degree, the military impress of its founder. Though it was destined by its originator, St. Ignatius of Loyola, to invade Islam in order to win the followers of Mohammed to the true faith, by a providential accident this purpose was never successfully even inaugurated; the hand of God intervened, and in the very years during which Luther was building the superstructure on the foundations of his revolt, a powerful reserve army was being mobilized within the Church, which its commander placed at the disposal of the Pope when his original project was found impossible of accomplishment. Such was the injection of the Company of Jesus into the counter-reformation, for in this work was found its providential mission.

The early trials of its founder proved to be prophetic of the future of his society; driven from Palestine by the authorities who feared that his imprudent fearlessness would arouse the infidels, jailed in Spain by the Inquisition as a suspected heretic, and narrowly escaping the same fate in France, he, conquering all obstacles, pointed the way to his followers through the troublesome episodes that were to be their lot. Such is the romance of The Jesuits. Prosperous to an unprecedented degree in subjects and in foundations within a very few years of its institution, known among all enemies of the Church as a staunch defender of the Faith, as early as 1580 storm clouds gathered over the society. As well within the Church as without the motive and the acts of

its leaders were questioned, theological disputes added fuel to the flame which raged intermittently through the seventeenth century; and finally, after the eighteenth century had seen the society expelled from Portugal, Spain, France, and their colonies, on August 16, 1773, this Catholic society, after its labors for the Church, after its survival through the many decades of unrelenting attack, was suppressed by Pope Clement XIV, who had in his youth been a Jesuit pupil. The sequel to the suppression is as interesting and as exciting; never completely deprived of its existence, owing to peculiar circumstances in some localities, the society was restored in August, 1814, by Pius VII, who himself knew only too well the pangs of exile and the pains of persecution. Yet peace still was not to be its lot: Holland, Switzerland, Spain, Portugal, Germany, Mexico and portions of South America have emulated the persecutors of the eighteenth century; but the society lives and flourishes today as never before, although it has not yet reached in its membership roll the figures attained before the suppression.

This, in brief, is the story which Father Campbell presents to us in *The Jesuits*. As he indicates in his preface, there is a dearth of literature on the subject and a lack of a good history of the Jesuits, especially in English, a need which Father Campbell seeks to remedy while awaiting the completion of the monumental work, in progress, from the pens of many collaborators. He has succeeded very well in his task, presenting his subject in clear and limpid, if simple and unostentatious style, and avoiding bitterness and bias, and for this he is to be congratulated. However, a criticism of the length of the book seems necessary here. The work appears short and hurried for a complete treatment in a scholarly manner of such a vast subject and its many ramifications. On the other hand, it is unquestionably too lengthy, too diffuse and too ponderous ever to be accepted as a popular work, ever to become known to the ordinary Catholic reader who seems to be the one for whom Father Campbell writes, and who is in most need of such a work. While the author deserves great praise for the erudition displayed and the undoubtedly vast labor expended in the preparation of

this volume, there still remains a void which perhaps he or some confrère may soon fill by presenting us with a shorter, more popular and livelier treatment of the subject, in which less attention will be paid to the illustrious individuals of the society and their personal accomplishments; in which rather will the interesting and instructive "romance" of the Jesuits be placed within the reach and the knowledge of all Catholics—for unfortunately Catholics do not know enough of the society which has perhaps borne, on the very front line, the brunt of anti-Catholic attacks since the time of Luther. To the followers of Ignatius may well be applied the words of the office of Apostles: "Blessed are ye, when men shall malign you, and persecute you, and lyingly utter all manner of evil against you, because of Me; rejoice and be glad for great is your reward in Heaven." This text is indeed an epitome of the life of His Society, and it may furnish the motif of the popular story of the Jesuits, which we may yet await, without detracting at all from the praise which the present work well deserves.

GERALD SHAUGHNESSY.

Horace and His Influence, by Grant Showerman. Boston: Marshall Jones Company, 1922. Pp. 176.

"Horace and His Influence" is the second volume of the new series on the Classics, entitled "Our Debt to Greece and Rome." The purpose of this series has already been set forth in these columns, and the achievement of this purpose as accomplished in the first two volumes has awakened the reviewer for the first time to the truly amazing results which may be attained. The influence of Seneca was presented to us some time ago, and now we have pictured for us the course of Horace through the ages. In the near future, Vergil, Cicero, Homer, Martial, and all the rest, including the Latin and Greek Christian writers, will be discussed in the same way. What more eloquent appeal for the retention of the Classics in our educational system, in our intellectual life, can there be than these volumes completed and arranged before us?

The first and very extensive chapter, under the title, "Horace

Interpreted," treats Horace under the sub-headings Horace the Person, Horace the Poet, Horace the Interpreter of His Times, and Horace the Philosopher of Life. For this treatment Professor Showerman has drawn directly on the works of Horace and has permitted the poet to speak for himself. The author's familiarity with the life of the times, and his genuine appreciation of the Horace's literary legacy, are employed here with very satisfying results.

Chapter II discusses "Horace through the Ages." In general, Horace's popularity seems to have been confined chiefly to his own and modern times. In the main, neither Christian nor pagan will be attracted by Horace. The Christian will see in his gracious resignation only the philosophy of despair, and in his light humors only careless indulgence in the vanities of this world and blindness to the eternal concerns of life. The pagan will not appreciate the delicacy of his art and will find the abundance of his literary, mythological, historical, and geographical allusion, the compactness of his expression, and the maturity and depth of his intellect, a barrier calling for too much effort. Horace did not contain the facile and stimulating tales of Ovid; he was not a Vergil the story-teller and almost Christian; his lines did not exercise a strong appeal to the ear; he was not an example of the rhetorical, like Lucan; his satire did not lend itself, like a Juvenal's, to universal condemnation of paganism.

Under the heading, "Horace the Dynamic," we have presented to us the reasons for Horace's great appeal to his and our own age. Briefly, Horace's dynamic power is its inspiration to sane and truthful living. "Life seems a simple thing, yet there are many who miss the paths of happiness and wander in wretched discontent because they are not bred to distinguish between the false and the real." The lesson of Horace is that happiness is not from without, but from within; that it is not abundance that makes riches, but attitude; that the acceptance of worldly standards of getting and having means the life of the slave; that the fraction is better increased by division of the denominator than by multiplying the numerator; that unbought riches are better possessions than those the world displays as the prizes most

worthy of striving for. "No poet is so full of inspiration as Horace for those who have glimpsed these simple and easy, yet little known, secrets of living. Men of twenty centuries have been less dependent on the hard-won goods of this world because of him and lived fuller and richer lives."

The excellence of this work makes us look with still greater expectation for the forthcoming volumes of the series.

ROY J. DEFERRARI.

Books Received

Educational

Greenlaw, Edwin; Elson, William H., and Heck, Christine M., "Literature and Life," Book One. Chicago: Scott, Foresman and Co. Pp. 582.

Greenlaw, Edwin, and Stratton, Clarence, "Literature and Life," Book Two. Chicago: Scott, Foresman and Co. Pp. 626.

Reisner, Edward H., "Nationalism and Education since 1789." New York: The Macmillan Co. Pp. 575.

Snedden, David H., "Civic Education." Yonkers-on-the-Hudson: The World Book Co. Pp. 333.

Snedden, David H., "Educational Sociology." New York: The Century Co. Pp. 689.

Ten Broeke, James, "The Moral Life and Religion." New York: Macmillan Co. Pp. 244.

Pamphlets and Monographs

United States Bureau of Education Publications:

Lyman, Rollo Laverne, English Grammar in American Schools Before 1850. Bulletin, 1921, No. 12.

A Kindergarten First Grade Curriculum. Bulletin, 1922, No. 15.

Catholic Educational Association, Report of Proceedings and Addresses of the Nineteenth Annual Meeting, Philadelphia, 1922.

Geyser, Anthony F., S.J., *Musa Americana*, Shakespeare's Julius Caesar, in Latin Accentual Iambic Verse. Chicago: Loyola University Press, 1922.

Negro Year Book, 1921-22, Annual Encyclopedia of the Negro. Tuskegee Institute, Alabama.

Germinating, Mathew, Selected Letters of Seneca. Chicago: Loyola University Press.

Moore, Thomas Verner, Percy Bysshe Shelley, an Introduction to the Study of Character. Psychological Studies from the Catholic University, Princeton, N. J., Psychological Review Co. Pp. 62.

Robinson, Rodney Potter, De Fragmento Suetoniani de Grammaticis et Rhetoribus Codicum Nexu et Fide. University of Illinois Studies in Language and Literature, Vol. vi, No. 4, pp. 193.

Miscellaneous

Burke, Rev. Edward F., "Acute Cases in Moral Medicine." New York: Macmillan Co. Pp. 136.

Colum, Padraic, "Dramatic Legends and Other Poems." New York: Macmillan Co. Pp. 100.

Kelley, Rt. Rev. Francis, "The Story of Extension." Chicago: The Extension Press. Pp. 302.

McBain, Howard Lee, and Rogers, Lindsay, "The New Constitutions of Europe." New York: Doubleday, Page and Co. Pp. 612.

O'Donnell, Charles L., C.S.C., "Cloister and Other Poems." New York: Macmillan Co. Pp. 74.

CONTRIBUTORS

ALOYSIA, SISTER MARY, Practical Application of the Principles of Arithmetic	411
BEHRENDT, LEO., A. M., Modern Language Studies in American Schools and Colleges	518
CAMPBELL, JAMES M., Book Review	569
CATHERINE, SISTER MARY, The Supervisory Function of the Principal	158
CHRISTOPHER, REV. JOSEPH P., D.D., Book Reviews...	58, 125
CONGER, MYRTLE, "Resembling Forms of Light"	477
COOPER, REV. JOHN M., D.D., What to Play in Playtime ..	20
The School Playground and Its Equipment	93
Play Leadership	165
The Leisure Time of the School Child	208
Boys' and Girls' Clubs	284
Learning Play Leadership	340
Book Reviews	250, 319
COTTER, MARGARET, Summer Session at Catholic Sister's College	486
CUFF, SISTER MARY LOUISE, The Limitations of the Educational Theory of John Locke	43, 107, 173, 230
DEFERRARI, ROY J., Ph.D., Latin in the Grades.....	217
The Classics in Education	385
Classical Section	428, 496, 551, 606
Book Reviews	188, 251, 447, 509, 571, 629
DONOVAN, BERNARD F., Vocational Education through the Continuation School	297, 353, 418
FLOOD, REV. JOHN E., Necessity of Catholic High Schools	65
FRANCELINE, SISTER M., Socialization of High School Discipline	472
GENEVIEVE, SISTER M., Projects in Second Year Latin ...	527
HAYES, REV. JAMES M., Book Review	126
HEMELT, F. J., Book Reviews	375, 380
HICKEY, REV. AUGUSTINE F., Teaching Pedagogy to Seminararians	330
HUBACHEK, ELSIE M., The Convent School (By a non-Catholic)	226
JOHNSON, REV. GEORGE, Ph.D., Parent-Teacher Organizations in Parish Schools	13
Present Developments and Tendencies in the American High School	73
Supervision of Instruction.....	143
The Mounting Cost of Education	292
A Model School at Sister's College	416
On Trying to Serve Two Masters	457
Book Reviews	186, 314, 446, 510, 567, 568

THE CATHOLIC EDUCATIONAL REVIEW

JOHNSON, M. C., Book Review	381
JORDAN, REV. EDWARD B., D.D., The Educational Function of the Home	3
Some Problems of the Catholic College	321
Book Reviews	61, 62, 249, 255, 573, 626
KANE, REV. WILLIAM A., LL.D., Community Supervisor ..	152
Spelling in the Cleveland Schools	225
KIRSCH, REV. FELIX M., O.M.Cap., Teacher's Conferences	391
LANDRY, AUBREY E., Ph.D., The Reorganization of Mathe- matics	577
McCLANCY, REV. JOSEPH V. S., The Community Normal ..	264
What the Superintendents Are Doing	585
McCORMICK, REV. PATRICK J., Ph.D., Church Law on the Certification of Catholic Teachers	257, 346
Book Reviews	57, 127, 190
McEVOY, REV. CHARLES F., The Superintendent and the Pastor	200
McLEAN, REV. D. A., Legal Status of Catholic Schools in Western Canada	35, 100
McMILLAN, REV. THOMAS, C.S.P., An Endowment Fund for a Parish School	335
McVAY, REV. LEO L., Catholic High Schools and Affiliation	84
Community Room Discussion	274
The Kindergarten in the Home	404
Book Reviews	60, 190, 253, 254, 319
MACELWANE, REV. FRANCIS J., Free Textbooks in Catholic Schools: A Communication	28
MAHONEY, ROBERT H., Ph.D., History in the Catholic School	532
MOCQUEREAU, DOM, The Art of Gregorian Music..	449, 513, 602
MONAHAN, ARTHUR C., A National School for Colored Youth	513
PACE, THE RIGHT REV. EDWARD A., D.D., Pope Benedict XV.	136
PURCELL, RICHARD J., Ph.D., Book Reviews	187, 315
RILEY, REV. EMMET J., Physical Training	465
RUTH, SISTER MARY, O.S.B., The Vocational Aspect of Chivalry	423, 490
SHAHAN, THE RT. REV. THOMAS J., D.D., Pope Benedict XV.	129
Pope Pius XI.	193
SHAUGHNESSY, GERALD, Book Review	627
S. J. F., Church History in the High School	536

GENERAL INDEX

- Adjustment 3
 Affiliation of high schools... 84
 Affiliated high schools—num-
 ber 89
 Alberta 102
 Algebra 581
 Alma, Sister Mary, Ph.D.... 417
 American Classical League.. 609
 American Education Week 53, 549
 American high schools ... 73
 function of 81
 American School for Classi-
 cal Studies at Athens 430
 Ancient art 602
 Apprenticeship System 302
 Archbishop Ireland, Memorial
 Fund 294
 Arithmetic 411, 550
 methods in 412
 practical aims 412
 problems 413
 Athletics 169
 Baltimore—3d Plenary Coun-
 cil 258
 3d Plenary Council of—
 law on certification of
 teachers 262
 Basketball for girls 25
 Benedict XV 129
 and America 139
 and peace 137
 and world war 130
 Boarding teachers 14
 Boston 333, 588
 Boys' and girls' clubs 284
 Boy Scouts 287
 Brooklyn 268
 Caesar's Gallic Wars 498
 Caesar, teaching of 528
 Calculus, elementary 583
 Capen, Samuel P. 122, 614
 Cardinal Gibbons Institute.. 514
 Carnegie foundation for the
 advancement of teaching .. 242
 Catechism of Catholic Educa-
 tion 241
 Catholic Education—funda-
 mental purpose 69
 in England 618
 and public opinion 17
 and social problems ... 52
 Catholic Educational Associa-
 tion 321, 393, 436
 Catholic Education Series,
 186, 225, 315, 417
 Catholic high schools..... 507
 difficulties 68
 growth of 66
 necessity for 65
 Catholic leadership 310
 Catholic normal schools 347
 for lay teachers 348
 Catholic press 477
 Catholic schools, Church's
 right to maintain 52
 and experimentation ... 503
 improvement of 293
 inspection of, in Cana-
 dian Provinces 42
 legislation 258
 of negroes 514
 and secular education .. 457
 standardization of 463
 and state supervision ... 462
 system 331
 Catholic secondary education 309
 Catholic Sisters College,
 55, 370, 486
 Catholic teacher, training of 462
 Catholic University of Amer-
 ica 51, 84, 112, 432, 611
 patristic studies 554
 Central Catholic High School 82
 Certification of teachers,
 265, 346, 363
 Character formation in the
 home 9
 Character training 70
 Charlemagne 491
 Chicago 506
 Chicago University 460
 Child labor 7
 Child psychology and parents 16
 Children's recreation 209
 Chivalry 423, 490
 Christian education 336
 Church history 536
 correlation with secular
 events 538
 Church music 450
 Cicero 607
 City life 213
 Civic education in trade
 schools 356
 Civic training 510
 Classics 217, 428, 496

Classics, direct method in....	387	Economy of time	501
in England	385	Education, cost of	160, 292
methods of teaching	551	in the home	404
value of	386	Educational administration	
Classical investigation	431	in Canadian Provinces ...	38
Cleveland	186	Educational agencies	4
Colleges	321	Educational conditions	588
College of Arts and Sciences—		Educational finance	119
necessity of regeneration of	616	Educational measurements ..	598
College education, need of		Educational Research Bulle-	
definite requirements for..	615	tin	598
College teachers	321	Educational Research Com-	
Commercial studies	110	mittee	115
in affiliated high schools	113	Elective system	82
Commercial subjects and col-		Elementary education	588
lege entrance	180	Endowed parish schools ...	335
Committee of affiliations ...	85	Endowment funds	294
Community civics	316	English, classical high school	74
Community normal	264	in high school	568
curriculum	270	poetry	126
Community supervisor	152	in secondary schools	76
Competitive play and girls ..	23	Examinations	148, 156
Conference of Catholic Char-		Examination system	506
ities	122	Example—power of	228
Conference with parents ...	19	Expression, principles of ...	275
Conferences—pedagogical ...	391	Faculty meetings	400
Continuation schools	297	Faculty psychology	49
curriculum of	420	Family	4
in Munich	307, 353	Father Damien	319
need of	303	Federal educational activity	558
in United States	358	Feminism in education	19
Convent school	226	Fenwick, Bishop Edward ..	239
Cooperation between parents		Fisher Bill	619
and teachers	8	Flood, Rev. John E.	501
Correct English	380	Formal discipline	44, 107
Correlation	\$1, 399, 534	Formal education	3
in industrial training ...	356	Free Catholic schools	562
Course of study	186	Free days	91
Curley, Most Rev. Michael		Free textbooks	28
J.	51, 309, 611	advantages of	30
Dante	494	children's care of	31
Debates	277	inaugurating system ...	33
Dewey, John	298, 458	Freedom in education	560
Diocesan Board of Examiners	350	French, in American schools	518
Diocesan examinations	364	Games	20, 168, 216
Diocesan superintendents ..	369	constructive value of...	24
Direct method	387, 523	Gangs	21
Discipline	563	Geometry	582
in high schools	472	Germany, Catholic education	
Discussion	277	in	621
leadership in	281	German education	182
Disease	470	Girl Scouts	289
preventable	511	Grammar	219
Domestic art	381	Greek, in American schools.	499
education	4	history	447
experience, educational		literature	569
value of	8	Gregorian Chant ...	449, 540, 602

- Gregorian Chant, character of 452
 and Latin accent 456
 relation to ancient music 455
 style of execution 602
 tonality 542
 Grimes, Rt. Rev. John, D.D. 446
 Guilds 302
 Gymnasium 99
 Harding, Warren G. 53
 Harrisburg 190
 Health knowledge 468
 High school—changes in sub-
 ject matter 79
 course of studies 561
 curriculum 75
 teachers 81
 History 533
 devices 537
 subject matter 534
 Home 3
 and intellectual training 7
 and physical training ... 6
 Home-school organizations .. 13
 Honors system 617
 Horace 629
 Howard, Rt. Rev. Msgr. Fran-
 cis 439
 Hughes, Bishop 318
 Hughes, Hon. Charles Evans 609
 Imagination 533
 Imitation 68
 Indoor baseball 26
 Industrial education 301
 and character training .. 421
 and state 302
 Industrial history 187
 Industrial revolution 460
 Inge, Dean 460
 Institutional education 5
 Intelligence tests 593
 Inter-school athletics 23
 Jesuits 654
 Johnson, Rev. George, Ph.D. 364
 Junior college 78, 565
 Junior high school 78, 188, 564, 580
 Juvenile court 285
 Kane, Rev. William A., Lt.D. 310
 Kerschensteiner 353
 Kindergarten 404
 Latin club 497
 Latin composition .. 429, 496, 553
 Latin—correlation with Eng-
 lish 496, 555
 devices 220, 430
 and discipline 222
 in the grades 217
 in junior high school ... 188
 Latin and modern languages 523
 and modern languages .. 523
 motivation of 608
 project method in 527
 pronunciation of 389
 utility of 608
 Laurier, Sir Wilfred 35
 Lay teachers in Catholic
 colleges 326
 Leisure time 208
 Lesson plans 147
 Liberalism 249
 Library, Ambrosiana 195
 Linguistic studies 44
 Literature 375, 567
 dangers 480
 Locke, John ... 43, 107, 173, 230
 appreciation of dangers
 of youth 177
 classical education 234
 as a disciplinarian 48
 pedagogy of 232
 psychology 233
 and social studies 44
 teaching to think 108
 Theory of Morals 178
 Louvain Library 246
 McCormick, Rev. Patrick J.,
 Ph.D. 55, 363
 McEvoy, Rev. Charles F. ... 364
 McVay, Rev. Leo L. 395
 MacEachen, Rev. Roderick,
 D.D. 314
 Mathematics, aims of instruc-
 tion 577
 college entrance require-
 ments 586
 difficulty of 578
 in high school 80
 junior high school 580
 organization of subject-
 matter 580
 in preparation for life .. 579
 proposed modification in
 course 599
 reorganization of ... 181, 577
 in senior high school ... 583
 Mediaeval mind 572
 Membership in the Church.. 11
 Memory 533
 Methods 162
 Milan 193
 Model school 416
 Modern languages 518
 aims of teaching 519
 methods of teaching..... 525
 Modern music, elements of .. 541

Monahan, Arthur C.	362	Playgrounds	93, 214
Monasticism	573	Playground Association of America	345
Moral and religious training in the home	9	equipment	95
Motion pictures and the Classics	497	surfacing	93
Movies	211	Priests as college teachers..	324
Music	451	as school men	331
in colleges	55	Principal	158
National Catholic Welfare Council	54, 362	as supervisor	163
National Committee on mathe- matical requirements of the Mathematical Associa- tion of America	577	Program of testing	598
National Conference of Cath- olic Charities	373	Project method	527
National Council of Catholic Men	18, 517	Protestant separate schools in Canadian Provinces	40
Negro education	311, 513	Pupil elimination	306
Normal Schools	261	Reading	215, 567
Ohio	364	Regent's examinations	508
O'Toole, Rev. George Barry	249	Religion in education ...	338, 458
Pace, Rt. Rev. Edward A...	54	in high schools	87
Parent-teacher associations, accomplishments	15	teaching of	314
and discipline	17	Religious education	70
Parish school, lay interest in	15	instruction	125
Parish spirit	17	teachers	227
Parker, Samuel Chester	458	training	10
Pastor	200	Research—spirit of, in col- leges	617
as principal	205	Roman history	251
and school improvement	206	Rural schools	243
Pedagogy in seminary	333	Ryan, Rev. James H.	241
for seminarians	366	St. Basil	569
Physical health and morality	469	St. Catherine Kentucky ...	239
Physical training	465	St. Ignatius of Loyola	627
in the industrial home ..	6	Saskatchewan	100
Pittsburgh	127	School administration	402
Plus XI	193	state	558
Apostolic Letter to Amer- ican Catholics	611	School board	201
and the Catholic Univer- sity	432	School ideals and the home	16
and gymnastics	507	School organizations	474
as librarian	197	School tuition	296, 562
and needs of Catholic University of America	611	Schrembs, Rt. Rev. Joseph D.	562
Play	20	Science	77
and age	21	Secondary education ...	66, 615
and character formation	22	in England	504
leadership	20	reorganization of	78
leadership in boarding schools	165	Secularism	460
literature of	342	Secular press	478
and sex	22	Seminarians	330
technique of	171	Seneca	571
		Separate schools in Canada, existence guaranteed	36
		Separate schools, opposition to	35
		Sex hygiene	68, 250
		Shahan, Rt. Rev. Thomas J., D.D.	360, 437
		Showerman, Grant	630
		Sisters College	416
		Social needs and the teacher	17

- Social studies 76
 Special supervision 149
 Specialized training 47
 Spelling 225
 Spencer 3
 Standards—Catholic 463
 Standard measurements 119
 Standardization 550
 Standardization tests 598
 criteria for judging 599
 Sterling-Towner Bill, 184, 549, 657
 Stevenson, P. R. 599
 Strikes 253
 Student government 473, 563
 Study—art of 276
 Summer school 486
 Superintendent ... 200, 333, 366
 Superintendents and pastor 203
 Superintendent's section Cath-
 olic Educational Associa-
 tion 360, 588
 Supervised play 165
 Supervision 143, 200, 366
 vs. inspection 145
 by pastor 150
 Supervisor, activities 146
 and superintendent 155
 as teacher 145
 training of 149
 Supplementary reading 568
 Syracuse 446
 Teacher training ... 128, 254, 322
 diocesan 268
 training for play leader-
 ship 340
 Teacher's College—Columbia 459
 Teachers' examinations 272
 Teachers—certification of .. 257
 improvement of 392
 individual differences ... 153
 personality of 537
 Teaching, as a profession ... 328
 Testing—mistakes in 598
 purpose of 598
 Testing program, administra-
 tion of 600
 Textbooks, lasting power of 30, 32
 in schools of Western
 Canada 105
 Tigert, Dr. John J. 444
 Traditions 475
 Transportation, rural 245
 Trigonometry 582
 Truth 140
 United States Commissioner
 of Education 67
 Universities, American 255
 Vatican Library 198
 Vergil 509
 Vocational education ... 297, 490
 Vocational training 423
 Volley ball 26
 Voluntary schools in England 619
 Wagner, Richard 540
 Wagnerian music in church 540
 Willman, Otto 57
 Word analysis 236
 World peace 198
 World War and physically
 unfit 469
 Wynne, Rev. John J., S.J.... 501

REVIEWS AND NOTICES

Billot, Cardinal, Liberalism	249	Howe, John B., New Era Civics	315
Boak, Arthur E. R., Ph.D., A History of Rome to 565 A. D.	251	Jacks, Leo V., St. Basil and Greek Literature	569
Borgognini-Duca, Magr. Francis, The Word of God	125	Keyes, Rowena Kerth, Recommended English Readings for High School	568
Botsford, George Willis, Hellenic History	447	Kirby, Dr. William J., The Social Mission of Charity	60
Byrd, Hiram, M.D., Forty Notifiable Diseases	511	Lapp, John A., The Catholic Citizen	510
Campbell, Rev. Thomas J., S.J., The Jesuits	627	Economics in the Community	315
Caulley, Maurice, Universities and Scientific Life in the United States	255	Leonard, Sterling Andrus, Essential Principles of Teaching Literature and Reading in the Intermediate Grades and High Schools	567
Deferrari, Roy J., Ph.D., A First Latin Book for Catholic Schools	58	MacEachen, Roderick, D.D., Religion—Second Course	314
Diocese of Cleveland, First Grade, a Course of Study	186	McLean, Rev. Donald A., The Morality of the Strike	253
Diocese of Harrisburg, First Annual Report of Parish Schools	190	Moore, J. R. H., An Industrial History of the American People	187
Diocese of Pittsburgh, Seventeenth Annual Report of Parish Schools	127	O'Connor, Rev. John B., O.P., Monasticism and Civilization	573
Diocese of Syracuse, Sixth Annual Report of Superintendent of Schools	446	O'Daniel, Rev. V. F., O.P., S.T.M., The Dominican Lay Brother	62
Donahue, Rev. George J., Damien and Reform	319	Sanford, F. W., Second Latin Book for Junior High Schools	188
Emerson, William R. P., M.D., Nutrition and Growth in Children	626	Scott, Rev. Martin J., S.J., You and Yours	319
Emerton, Ephraim, Learning and Living	190	Showerman, Grant, Horace and His Influence	629
Frank, Tenney, Vergil, a Biography	509	Smith, J. C., A Book of Verse from Langland to Kipling	126
Galloway, T. W., Ph.D., The Sex Factor in Human Life	250	Snow, Bonnie E., and Hugo B. Froelich, A Hundred Things a Girl Can Make	381
Gunmere, Richard Mott, Seneca, the Philosopher and His Modern Message	571	Strong, Archibald T., A Short History of English Literature	375
Haney, John Louis, Good English	380	Willmann, Otto, Ph.D., The Science of Education in Its Sociological and Historical Aspects (translated by Felix M. Kirsch, O.M. Cap.)	67
Hertzog, Walter Scott, State Maintenance for Teachers in Training	254		
Hill, Howard Copeland, Community Life in Civic Problems	315		
Holland, Rev. Cornelius J., S.T.L., His Reverence—His Day's Work	61		

